

1985-1987 Catalog



Gardner-Webb College

Dear Friend:

Personal and intellectual growth are the goals we set for our students at Gardner-Webb College. There are certain affirmations about the college which are important for you to understand.

Gardner-Webb is a *college*. Our first responsibility as an institution is to be a college of the first order. No amount of ecclesiastical aura or spiritual halos will excuse a second class job of education. No amount of athletic victories or NAAU Championships will compensate for a job poorly done educationally. The academic integrity of this institution is absolutely vital to any justification for Gardner-Webb's continued existence.

Gardner-Webb is a *liberal arts* college. This term pinpoints the nature of our academic program—our focus is on the liberating arts—the disciplines which help our students understand themselves, relate themselves to others, both past and future, and relate themselves to their universe.

Gardner-Webb is a *church-related*, liberal arts college. It is this characteristic which will provide the perspective for our educational enterprise.

The unifying principle for Gardner-Webb—the fact which ties all the disciplines and all the truths uncovered by those disciplines together—is theology. All truth comes from God and leads ultimately to God—the Alpha and the Omega, the beginning and the end. With theology as the unifying element, our students should be enabled to make value judgments, independent decisions informed by criteria of the Christian faith. And with this perspective on learning, we will be obliged to reach out in practical service to our constituencies rather than merely contenting ourselves with introspective and philosophical adventures of the mind. Because theology is the unifying theme of our college, academic superiority *must* be our primary characteristic. Academic inferiority is theologically unsound. The Christian faith focuses on the highest *ideal* example of Christianity. As a Christian institution of higher education we must focus on the highest *ideals* of education, just as the Christian individual must focus on the highest ideals of humanity. To do otherwise is to deny the ideals of our faith.

Gardner-Webb is an *independent*, church-related, liberal arts college. The free enterprise system should find its loudest and most informed advocate in the independent college. Independent businesses and independent colleges share in common the belief that organizations should operate relatively free of government rules, regulations, and procedures.

I hope you will want to know more about Gardner-Webb College. We will be eager to talk with you about our College.

Sincerely,

Craven E. Williams

Gardner-Webb College Boiling Springs, North Carolina 28017 Telephone 704-434-2361

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Catalog Requirements

The conditions and policies set forth in this catalog have binding effect upon the college and students for the academic years in which it is in force. The college reserves the right to make necessary changes and corrections. When changes are made in graduation requirements the college accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes. Appeals may be handled as described on page 43.

General Information

Accreditation

Gardner-Webb College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. It is also accredited by the National League of Nursing, and The National Association of Schools of Music, and is authorized by the immigration authorities of the United States for the training of foreign students.

Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scriptures, the proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is a liberal arts college, owned and operated by the Baptist State Convention of North Carolina. Campus life is characterized by friendliness and genuine concern for the individual student.

The purpose of Special Studies at Gardner-Webb College is to provide baccalaureate degree or personal enrichment educational opportunities for qualified adult learners. Specific emphasis is given to providing these special studies experiences during the evening hours near the student's home or place of occupation.

History

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School, Incorporated, was chartered on December 2, 1905, as an institution "where the young... could have the best possible educational advantages under distinctive Christian influence." The institution became Boiling Springs Junior College in 1928.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the school. Also that year, the name was changed to Gardner-Webb College in honor of the governor, his wife Mrs. Fay Webb Gardner, and their families.

Philip Lovin Elliott began an 18-year period as president in 1943 and initiated a

community-service concept of education. His tenure was also marked by the college's admission to the North Carolina Baptist family of colleges in 1946 and accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was selected president in 1961 and launched the ten-year "Decade of Advance" that resulted in the college's full accreditation as a senior college in 1971.

Dr. Craven E. Williams was selected by the Board of Trustees to be the ninth president of the college. His administration began August 1976.

The Greater Opportunities for Adult Learners (GOAL) Program, an Evening College academic program designed primarily for junior transfer students, was initiated in the fall semester of 1978. A Master of Arts in Education program was implemented in the summer of 1980. The Program for the Deaf was begun in 1977. The Broyhill Academy for the Study of Independent Concepts was established in 1978. The Summer Enrichment Experience for gifted students began in the summer of 1980.

In 1982, the Davis School of Nursing was begun which incorporated a new degree, the Bachelor of Science in Nursing, and the existing degree, the Associate of Arts in Nursing. In 1982 the B. E. Morris Academy for Christian Studies was established, and the Program for the Blind and Visually Impaired was initiated in 1983.

Presidents

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A. C. Lovelace, 1935-36; George J. Burnett, 1936-39; J. R. Cantrell, 1939-43; Philip Lovin Elliott, 1943-61; E. Eugene Poston, 1961-76; Craven Edward Williams, 1976-

Location

Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing growth and development. The college is easily assessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

Campus

The campus encompasses 200 acres. The buildings and facilities are described in detail in subsequent sections of this catalog.

Academic Programs

Gardner-Webb offers five distinct degree programs. The Bachelor of Science and Bachelor of Arts degrees are awarded through the comprehensive, four-year baccalaureate degree program. The Master of Arts degree is offered in selected programs. The associate degree program is a two-year program of study in the areas of interpreter training and nursing, resulting in the Associate of Arts degree. The Bachelor of Science in Nursing degree is a two-year program of study for registered nurses. Through a cooperative program with the Bowman Gray School of Medicine students may earn a Bachelor of Science degree leading to certification as a Physician Assistant. In conjunction with either the Bowman Gray School of Medicine or the Charlotte Memorial Hospital, Gardner-Webb awards the Bachelor of Science degree in medical technology.

Summer School

Gardner-Webb offers a Summer School consisting of two five-week sessions for the

advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies. The normal load each session is six semester hours.

The Broyhill Academy for the Study of Independent Concepts

The Broyhill Foundation, Inc., endowed the academy and Gardner-Webb College is responsible for its operation. Other businesses and individuals have made sizeable gifts since the program was initiated. The Broyhill Academy's programs are designed to help citizens examine basic concepts and issues, especially the preservation of individualism and a free economic system. Through a variety of conferences, symposia, and publications the program provides information relative to economic, social, and ethical issues.

B. E. Morris Academy for Christian Studies

The Reverend B. E. Morris, his family, and friends contributed generously to endow the B. E. Morris Academy for Christian Studies. The academy sponsors special learning opportunities both on and off campus to assist church and denominational leaders in their ministries. Workshops, short courses, retreats, lectures, and seminars are used to teach biblical skills to enhance church growth and personal faith.

Military Science

Military Science offers a basic program and an advanced program. Satisfactory completion of six semester hours in the basic program, basic camp, prior military experience, or three years of JROTC may qualify the student for the advanced program. Successful completion of the advanced program, together with a college degree, qualifies the graduate for either a reserve or regular commission as a Second Lieutenant in the United States Army. Advanced program students are required to participate in the weekly military science lab. Students in the basic program are encouraged to participate in the department's adventure training. The Military Science Department does not offer a major. At present, only the advanced program is offered.

Program for the Deaf

In conjunction with the Department of Deaf Ministries of the Baptist State Convention of North Carolina, Gardner-Webb College provides liberal arts educational opportunities to hearing-impaired students. Qualified interpreters, counselors, tutors, and note-takers enable the hearing-impaired students to attend fully integrated classes and extracurricular activities of the college.

Gardner-Webb College wants to help every student with hearing impairment receive a quality education. Deaf students or students with a mild hearing impairment can profit from the program at Gardner-Webb. Students who have a hearing loss should consider whether these opportunities fit their needs.

Entrance Requirements for Deaf Students: Special consideration is given to applications from deaf students. If necessary, the SAT score can be waived. Gardner-Webb has a developmental program designed to give special help to the student who may be lacking proficiency in English, mathematics, or reading.

Dormitories: Dormitories are equipped with visual fire alarms, doorbell lights, and TTY's. Deaf students may room together if they choose. Several telephones are equipped with amplifiers for students with residual hearing.

Interpreter Services: Qualified interpreters are provided whenever a deaf student needs interpreting services. Reasonable schedule adjustments may be necessary in order to accommodate all students. Interpreters are provided upon request for conferences with professors, socials, programs, plays, and church services at nearby churches. All convocation services are interpreted.

Tutors: If the student encounters difficulties with homework, tutors skilled in sign language are available upon request to assist the deaf student with assignments.

Sound Equipment: Tape recorders are available to deaf students who wish to tape the classroom lecture. The tutor can play the tape later and answer questions the deaf student may have. Gardner-Webb is constantly alert for any electronic sound amplification equipment that will aid the hearing-impaired student in the classroom. A speech analyzer is used in the developmental department to assist the student with speech problems. Classrooms are equipped with inductive loops which will permit hearing-impaired students to hear the lectures through their own hearing aids provided they are equipped with a telephone pickup. Such aids have a "T" on them.

Notetakers: A hearing student is designated as notetaker for the deaf students in each class. The notetaker duplicates a set of notes for each deaf student.

Study Areas: If a student encounters problems studying in the dormitory room or in the study areas of the library because of visual distractions, space is available for deaf students to study in the office, lounge, and study area for the Program for the Deaf. A TTY is available in addition to those in the dormitories.

Counseling: A full-time director is available for counseling deaf students any time such counseling is requested. The director is proficient in sign language.

VIP Weekends: Prospective students are invited to visit the campus, eat in the cafeteria, and attend special functions planned for them on VIP (Very Important Person) Weekends. Conferences with faculty members may be arranged if desired. Interpreters are provided for all functions. There is no charge to the visiting student. For information, write the college and ask for information on *VIP Weekends*. Interested students may visit the campus at any time and will be provided a tour of the campus with an interpreter. If you are interested in a visit at a time other than a *VIP Weekend*, call 704-434-2371 (TTY and voice) or write: Program for the Deaf, Gardner-Webb College, Boiling Springs, N.C. 28017.

Program for the Blind and Visually Handicapped

A generous grant from the Kate B. Reynolds Health Care Trust of Winston-Salem, North Carolina, provides Gardner-Webb College with a program to enable blind and visually handicapped students to have full access to a baccalaureate education.

Orientation: Special orientation is given to blind and visually handicapped students to help them make the transition successfully from high school to college. Orientation to the campus and facilities is provided individually by an Orientation and Mobility Specialist during orientation week. Campus facilities are labeled in braille and large print. Reader service is provided by the college and a laboratory assistant is provided for students taking science courses.

Adaptive Equipment: Brailers, adapted tape recorders, and talking calculators are available. Textbooks are provided in tape or braille, according to individual needs.

Large print materials are provided according to individual needs, as well.

An Apple IIe with voice synthesizer, a Cranmer braille and Versabrilie are available for students, faculty, and staff use in providing necessary materials in braille and print. Talking computers enable a blind student to complete computer science courses successfully.

Library Resource Room: A special resource room in the John R. Dover Memorial Library

houses a Visualtek, a college braille dictionary, a voice-indexed dictionary, and the Bible in several versions on tape and in braille. This room is available for student use during all library hours.

Recreation: Blind and visually handicapped students participate in physical education activities, as all other students, and the fitness trail on campus is adapted for independent use by blind students, as well.

The director of the program is available for academic, personal, and career guidance. Job placement and career planning is coordinated with the placement office on campus, as well as with the business community.

Blind students pay no additional fee for these services. Academic standards are the same as those for sighted students.

Program for Rising High School Seniors

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb College while simultaneously earning full college credit.

High school seniors and rising high school seniors may take courses at Gardner-Webb while still enrolled in high school. College credit for work successfully completed will be granted subsequent to high school graduation.

Study Abroad

Through the Broyhill School of Management and the Departments of Fine Arts, Foreign Languages and Literature, and Religious Studies and Philosophy, students are provided the opportunity to enrich their educational experiences through travel in the United States, Europe, Latin America, and the Mediterranean area.

Special Studies Program

Gardner-Webb College provides comprehensive special studies programs consisting of an Evening College, Summer Enrichment Experience (SEE) Program, and a variety of continuing education unit experiences. The Greater Opportunities for Adult Learners (GOAL) program provides opportunities for students possessing an A.A. or A.A.S. degree to continue their studies culminating in a baccalaureate degree. GOAL programs are available in the following curricular areas: Business Management, Health Management, Criminal Justice, Early Childhood Education (K-4), Intermediate Education (4-6), Middle School Education (6-9), Human Services, and Management Information Systems (data processing). In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dallas, Dobson, Lenoir, Morganton, Newton, Rockingham, Statesville, Troy, Wilkesboro, and Winston-Salem, North Carolina. For detailed information on GOAL programs, consult the *Special Studies Bulletin*.

The management education program provides a complete four-year degree program in business management delivered on site for the employees of a specific business or industry.

Gardner-Webb College provides a variety of continuing education experiences that enable participants to earn Continuing Education Unit (CEU) credits. These experiences are designed primarily for adults in the professional and technical occupations who desire to update and improve their knowledge and skills.

Summer Enrichment Experience (SEE) Program

Summer Enrichment Experience Program is a comprehensive two-week summer residential experience designed for academically gifted middle/junior high school age stu-

dents (grades 6-9). The students live in college dormitories and participate in an enriched academic program conducted by regular Gardner-Webb faculty. For additional information, consult the Summer Enrichment Experience Program brochure.

Graduate Program

The graduate studies program consists of a Master of Arts in Education program in the following curricular areas: Early Childhood (K-4), Intermediate Education (4-6), Health and Physical Education (K-12), Middle School (6-9), School Administration, and Reading (K-12). Graduate courses are provided during the evening in the fall and spring semesters and during the day in a six-week summer school term. For more information on graduate programs, consult the *Graduate Studies Catalog*.

Academic and Administrative Buildings

The E. B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E. B. Hamrick. It houses an auditorium, a number of classrooms, and offices. In 1982, this building was placed on the National Registry of Historical Places. The Hamrick Building is to be renovated during 1985-86.

The Bost Physical Education Building and Swimming Pool: Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, Bost is located between Decker Hall and the athletic field. In addition to a basketball court, it contains one classroom, a first aid room, lockers, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use. This facility is used during the summer months to serve athletic and church-related camps, and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, this building was constructed and furnished by the family of the late Governor O. Max Gardner. The first floor contains a band room, music studios, practice rooms, and the ceramics laboratory. A recital hall, practice rooms, and offices are on the main floor.

The Suttle Tennis Courts: Four courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr., of Shelby, North Carolina. The courts were completely renovated and lighting was provided in 1976. Four additional courts were constructed in 1979.

The Webb Administration Building: The original structure was completed in the fall of 1960. This building houses administrative offices. The building was built by the O. Max Gardner Foundation in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great-grandparents. The building was doubled in size by an addition completed in 1973.

The A. T. Withrow Science Building: Named in honor of the late Mr. A. T. Withrow of Charlotte, a benefactor of the college, the building has facilities for biology, chemistry, physics, a lecture room seating 150, seven offices, and a photographic laboratory.

The Charles I. Dover Campus Center: This two-story building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a long-time friend and benefactor of Gardner-Webb College. This building is multi-functional, featuring a student lounge furnished in honor of the late Mrs. Charles I. Dover. It contains the student cafeteria, faculty dining room, and campus post office. The student services offices, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.

Philip L. Elliott Hall: Elliott Hall, previously known as Church Annex, was renamed by

the Board of Trustees in April, 1984. The building honors the memory of Dr. Philip L. Elliott, the seventh president of the college who served as president from 1943 to 1961. The building was originally constructed in 1952 and served as an annex for the Boiling Springs Baptist Church. An anonymous donor made possible the renovation of Elliott Hall in 1985.

The Lutz-Yelton Convocation Center: Completed during the 1981-82 academic year, the 64,000 square foot structure includes a regional athletic arena and a 600-seat theatre. Classrooms and student activity areas are within the building. Constructed at a cost of \$3.7 million, the building is the center of cultural and athletic activities for the area.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6,000, a track, and a fully equipped field house. It is named in memory of Mr. E. W. Spangler, a Shelby businessman, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, North Carolina.

The David Lindsay Classroom Building: This three story, air-conditioned building was completed in 1967. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winifred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices are located in this building.

The Blanton House: In 1981, the children of George and Ida Wood Blanton gave their family home to the college. Built in 1898 and restored with funds provided by the Blanton family, the colonial design home is located in Shelby, and is the home of the president and his family.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. The tower, built in 1969, is in memory of Mr. Joseph Linton Suttle and Dr. Zeno Wall.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now used for classrooms and faculty offices.

The J. R. Dover, Jr., Memorial Chapel: This graceful and inspiring structure, erected in 1972, completed the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a lobby area provided by the late Mr. T. R. Hendrix, Sr., and his wife, Mrs. Erlene Welborn Hendrix, of High Point, North Carolina. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWC: This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles and was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina, as a memorial in his honor. WGWC began broadcasting in January 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

The John R. Dover Memorial Library: This building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 300,000 books, bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the most notable being the library of the local post-Civil War author, Thomas Dixon, and the diaries and scrapbooks of the late Mrs. O. Max Gardner. Located across from the Library is the Kathleen Nolan Dover Garden. This garden was given in memory of Mrs. Dover by her husband, Charles I. Dover, and their family and friends.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr., of Gaston County, a former trustee of Gardner-Webb College and an advocate of Christian higher education. This building houses the teacher education classes, mathematics classes, and a number of art classes.

Admissions

Admissions

Requests for application forms and catalogs should be addressed to the Director of Admissions. Completed forms are to be returned to the admissions office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered according to guidelines established by the Admissions and Financial Aid Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Acceptance of students for admission to the college does not automatically guarantee their entrance into any particular program of the college. Departmental approval is necessary for entry into any departmental program and/or major.

Gardner-Webb College is committed to its responsibility as a liberal arts college within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Gardner-Webb does not discriminate against applicants or students on the basis of age, sex, handicap, race, color, or national or ethnic origin.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted as soon as possible after the junior year. Applications for the spring semester should be received by December 1. Summer school applications should be filed before May 1.

Advance deposits are required of students accepted for first-time admission and of former students who have not attended Gardner-Webb for one or more semesters. Details are included at the end of this section under the heading 'Advance Deposits.'

Campus Visitation and Interview

Although an interview is not required for admission to Gardner-Webb, campus visits are encouraged. It is preferred that applicants and prospective students make appointments in advance for interviews or campus tours, which may be scheduled between 9:00 a.m. and 4:00 p.m., Monday through Friday. Saturday interviews may be scheduled from 9:00 a.m. until noon. Three prospective student visitation days, or VIP days, are planned during the school year. Please contact the Admissions Office at 0-704-434-2214 (out-of-state) or 1-800-222-2311 (in-state) for further information about VIP days or to schedule a private visit.

Admission of Freshmen

Requirements

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.
3. SAT scores from the College Board or ACT scores from the American College Testing Program.
4. An application fee of \$15.

Conditions for Acceptance

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College: English, 4 units; foreign language, 2 units; social science, 2 units; algebra, 2 units; geometry, 1 unit; natural science, 1 unit; electives, 4 units.

Advanced Placement

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement Program test of the College Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Gardner-Webb College grants credit to students submitting test scores from the College-Level Examination Program on the following basis:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. No credit will be granted in an area for which the examinee has college credit. Also, CLEP tests must be taken before the student enrolls in a comparable course, no course can be dropped to take a CLEP test, and no subject attempted in class may be repeated by CLEP.
3. Credit will be received as pass/fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.
4. Unsatisfactory scores will not become a part of the student's record.
5. A CLEP test on any subject may be submitted only one time.
6. Concerning the General Examinations for freshmen applicants:
 - (a) The student must submit a score at or above 500 on each test.
 - (b) The number of semester hours granted will be that number normally granted for the area covered by the test with the following restrictions:
 - (1) A maximum of three semester hours credit may be granted for each test.
 - (2) A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.
 - (c) Credit thus granted may be applied to the student's course of study only as basic courses or free electives.
7. Concerning the Subject Examinations:
 - (a) The student must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.
 - (b) The number of semester hours granted will be determined by the scope of the material measured as indicated by the Council on College-Level Examinations.
 - (c) Credit thus granted may be applied to the student's course of study without restriction.

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the Academic Dean. Credit may be applied or subject waived, depending upon the discretion of the proper authority, and the appropriateness of the course in the student's educational objectives and program.

Servicemen's Opportunity College: Gardner-Webb College actively seeks students from among America's past and present service men and women. As a participating Servicemen's Opportunity College, this institution offers a variety of educational opportunities to enable service personnel and veterans to learn skills necessary to their performance of duty, advancement, and future vocational growth.

Service personnel who enroll at Gardner-Webb College under the institution's present policies will retain the adherence to such a commitment, even if the college for any reason discontinues its membership as a Servicemen's Opportunity College.

Local Testing Program: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of the Associate Degree Nursing Program.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Academic Dean and the appropriate academic department.

Admission of Transfer Students

Requirements

1. Formal application for admission, including a small photograph.
2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.*
3. Scholastic Aptitude Test scores from the College Entrance Examination Board.*
4. An official transcript from each institution attended.
5. An application fee of \$15.

*Students who have successfully completed 30 semester hours credit at another institution may be excused from this requirement if they have at least a 2.0 grade point average.

Conditions for Acceptance

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

Advanced Standing

General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level and evaluation of transfer courses which are determined to be Gardner-Webb equivalents are to be coordinated by the Academic Dean. Transfer credit will be evaluated from institutions which have regional accreditation status. Transfer credit from non-accredited institutions must be presented to the Educational Policy Committee for action.

The National Guide prepared by the American Council on Education is used as a measuring instrument for non-collegiate learning with transfer credit not to exceed six hours.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours of subsequent study must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

Provisional Acceptance

A provisional acceptance may be granted on an individual basis to students who are unable to complete all admission requirements prior to registration. For example, students transferring to Gardner-Webb from another college or university for the spring semester may be unable to have a complete transcript or record prior to registration. In such cases a provisional acceptance can be granted in order for the student to enroll. In order to qualify for provisional admission, a student must present all academic transcripts which are available and agree to complete requirements prior to mid-term.

Readmission of Former Students

Students who are not in attendance for one or more semesters or who withdraw during a semester for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide an official transcript from each institution attended. Those regulations concerning the advanced standing of transfer students apply to these students.

Admission of Other Students

The Director of Admissions should be contacted for details concerning the admission of the following types of students:

1. Credit: (a) college graduates; (b) rising high school seniors; (c) transients
2. Non-Credit: (a) music students; (b) auditors; (c) others

Foreign Students: In order to be considered for admission to Gardner-Webb College, foreign students must submit documentation of their ability to read and write the English language. They should do so by submitting results of the Test of English as a Foreign Language (TOEFL). A minimum score of 500 is required. They must also submit documentation of their ability to support themselves financially while in the United States.

Students who fail to meet the English language requirement may enroll at an ELS Language Center. Proficiency certification by ELS meets the English language requirement for admission.

No Form I-20 will be sent until the above documents have been received by the Admissions Office.

Advance Deposits

An advance deposit of \$100 for boarding students and \$50 for commuting students should be sent to the Admissions Office within thirty days of acceptance as the student's indication of acceptance of the offer of admission. The deposit for fall semester is refundable until May 1 preceding enrollment. The deposit for spring semester is refundable until December 1 preceding enrollment. The advance deposit for summer school is \$25. Students accepted for the fall semester after May 1, or spring semester after December 1, should make the deposit within ten days. The deposit is not refundable in this case.

An extension of the thirty day period will be granted upon request.

Identification Number

All students admitted to Gardner-Webb are assigned a nine digit identification number

which is used to identify all official records involving the student. In most cases, this number will be the same as the individual Social Security number. The college reserves the right to use a number different from the Social Security number in certain cases.

Admissions to Graduate Study

Refer to Graduate Catalog.

Financial Information

General Statement: Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

Payment of Account: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Vice-President for Business and Finance or the Director of Financial Aid concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

Charges: Support through the Baptist State Convention of North Carolina, the Independent Grant Fund of North Carolina, the North Carolina Tuition Grants, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

Item	1985-86 Charges*	Per Semester
Tuition		\$2080
Board**		See Below
Room Rent:		
Air-Conditioned—Dormitory		\$550
Air-Conditioned—Mobile Units		\$505
Regular Dormitory and Community Housing		\$450
<i>Special Fees</i>		
Music—Piano, Voice, Instruments (Private)		
Two lessons (1 hour) per week		\$230
One lesson (½ hour) per week		\$135
Music—Organ (Private)		
Two lessons (1 hour) per week		\$240
One lesson (½ hour) per week		\$140
Students wishing to take more than two private lessons per week will be charged an additional \$90 per lesson for Piano, Voice, and Instrument and \$95 per lesson for Organ.		
Class Instruction in Applied Music (Piano, Voice, Guitar)		\$40
Data Processing		\$35
Art		\$40

*A supplement will present charges for 1986-87.

**Board—The college offers a choice of two meal plans: a 5-day Mon-Fri., and a 7-day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance, but based on current rates board will cost approximately \$655 to \$710 each semester.

Other Charges

Application fee (non-refundable)	\$15
Key Deposit (refunded when returned)	\$5
Late Registration Fee	\$25
Schedule Change (after registration day)	\$5
Change of Course (including course drops)	\$5
Vehicle Registration	\$25
Transcripts (first copy is free)	each \$2
Insurance (Waiver Basis)	\$90

Due to the difference in individual class schedules, it is not possible to determine in advance the cost of books and supplies. However, books and supplies normally cost between \$100 and \$125 per semester, depending upon the courses taken each semester.

1. Students taking less than 12 credit hours will be charged the credit hour rate (\$125).
2. Students taking 12 to 18 hours inclusive will be charged full tuition.
3. Students taking over 18 credit hours will be charged full tuition plus the cost per credit hour for every hour over 18.
4. Evening College students are charged at a rate of \$80 per semester hour for evening classes only.
5. Graduate students are charged at a rate of \$80 per semester hour.

No special permission is required for students taking more than 18 credit hours. Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge. Area residents not desiring college credit may audit a class, with the permission of the instructor, without charge except where special fees are involved.

Advanced Deposits: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of \$100 for boarding students and \$50 for day students by May 1 for the fall semester, and by December 1 for the spring semester. Students accepted after these dates are expected to send the deposit within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposit by April 15 for the fall semester. Boarding students deposit \$100 and day students \$50.

Any student planning to attend summer school is required to make a minimum deposit of \$25 by May 1. The fall semester deposit also satisfies this requirement for students who intend to enroll in summer school.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance deposits will be credited toward charges when the student has enrolled for classes.

After May 1 and December 1, all advance payments are not refundable.

Refund Policy: The size of the faculty and staff and other commitments of the college are based upon the enrollment at the beginning of the semester. The fees collected are used to meet these commitments, most of which continue throughout the year. *Registration in the college is considered a contract binding the student and his/her parents for charges for the entire semester.*

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to reenter, a pro-rata refund of tuition, fees, room, and board will be allowed as a credit toward a later term.
2. Should the withdrawal be interpreted as providential by the college and should the

student choose a cash refund, one-half ($\frac{1}{2}$) pro-rata will be granted on tuition, until one week after mid-term report.

3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four weeks before end of a term.
4. No refund of any type will be granted in the event of suspension or expulsion.

Financial Assistance

Gardner-Webb College makes available to its students a variety of scholarships, loans, and grants-in-aid. All aid is administered by the Admissions and Financial Aid Committee of Gardner-Webb College. The committee follows a number of clearly defined rules in its awards, the rules having been established by the college or by donors to the college. There is no discrimination on the basis of race, religion, or sex in the administration of the financial aid programs of Gardner-Webb College.

Under the several financial aid plans offered by Gardner-Webb, a student may attend the college at a cost which compares favorably with other well recognized institutions. This may be accomplished by advanced planning with the college's Financial Aid Office. The several possibilities of creating a "package" plan may include various combinations of scholarships, grants-in-aid, work and/or loans. Students having financial needs should contact the Director of Financial Aid, P.O. Box 955, Boiling Springs, NC 28017.

Procedures for Applying for Financial Assistance

1. File an application for admission to the college with the Director of Admissions.
2. File a financial need analysis form. The American College Testing Program form (Family Financial Statement) is preferred; however the College Scholarship Service form (Financial Aid Form) is acceptable. Forms may be obtained from the Financial Aid Office at Gardner-Webb College or from a high school guidance office.
3. Arrange to come to the campus for a personal interview when requested by the Admissions and Financial Aid Committee.

Financial aid awards are made when the applicant has been accepted for admission, has paid the reservation deposit to the college, and eligibility to receive financial assistance has been determined based on information provided by the applicant.

Renewal of scholarships, grants-in-aid, and loans are conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by the particular award. *Application for renewal of loans and grants-in-aid by upperclassmen should be made before April 1.* Applications received after April 1 can be considered by the committee only in terms of available funds.

Standards of Satisfactory Progress for Financial Assistance

All undergraduate students expecting to receive financial assistance (institutional or Title IV funds, which include Pell Grant, Supplemental Educational Opportunity Grant, College Work-Study Program, National Direct Student Loan, Guaranteed Student Loan, PLUS Loan, Nursing Loan, and State Student Incentive Grant) will be evaluated initially at the end of each academic year to determine if they are making satisfactory academic progress.

Summer School Attendance: A student who does not meet the academic requirements for aid eligibility at the end of the academic year may attend summer school (without financial aid) to make up the deficiencies and be reconsidered for financial aid, provided funds are available.

Credit Hour and Quality Point Ratio Requirements For Full-time Students: Graduation requirements are based on 10 semesters of full-time attendance. Satisfactory progress is determined by the following chart:

<u>Academic Years Completed</u>	<u>Number of Credit Hours Successfully Completed</u>	<u>Required Overall Quality Point Ratio</u>
1	18	1.5
2	38	1.7
3	64	1.9
4	93	2.0
5	124	2.0

Part-time Students: Part-time students are expected to progress at *proportionately* the same rate as full-time students and will be limited to the *equivalent* of 6 academic calendar years of aid eligibility.

<u>Number of Hours</u>	<u>Aid Eligibility Used</u>
1/2 Time (6-8 hours)	1/2 Semester
3/4 Time (9-11 hours)	3/4 Semester

Transfer Students: The satisfactory progress of transfer students will be based on the student's class status at the time of enrollment. For example, if a student is admitted as a transfer student and classified as a first semester sophomore, the student will be expected to complete graduation requirements in no more than four additional years of full-time attendance and meet the requirements as outlined above.

Second Baccalaureate Degree: Second baccalaureate degree students are eligible for no more than two additional academic calendar years of financial aid consideration. These students will normally be eligible for loans (usually Guaranteed Student Loans) and/or College Work-Study assistance provided funds are available for all first degree students who are eligible.

Probation: Students not making satisfactory academic progress may be allowed one semester of financial assistance for the following reasons:

1. Part of the criteria has been met but not all (i.e., a Q.P.R. of 1.8 when 2.0 is required to be maintaining progress); however, the student has made some academic progress.
2. Extenuating circumstances such as illness, full-time employment or other personal reasons (may require documentation for approval).

Suspension: Students who have been suspended from Gardner-Webb for academic reasons and are subsequently readmitted *will be ineligible to receive financial assistance until they have met the quality point and credit hour requirements as charted above.*

Withdrawals: Individuals withdrawing from college within the first four weeks will not be penalized as far as satisfactory academic progress is concerned. However, students withdrawing after the four week period may be ineligible to receive financial assistance for the next semester.

Repeated Courses/Incompletes: For purposes of receiving Federal funds under Title IV Student Financial Aid Programs, students receiving incompletes and/or repeating course work must successfully make up those hours within the subsequent semester. Consideration will be given in those cases where such course work is not offered in the subsequent semester.

So that students might be advised properly concerning the effect of course incompletes, withdrawals, repetitions, and non-credit remedial courses on satisfactory progress, it will be necessary for the Financial Aid Director to sign all course drop forms.

Re-establishment of Eligibility: Students may re-establish eligibility for financial aid after they have shown evidence of one semester of satisfactory academic progress at Gardner-Webb College.

Appeals: Any variation from the above policy must be approved by the Admissions and Financial Aid Committee. The process for an appeal is as follows:

1. Student will appeal in writing to the Financial Aid Director.
2. Student will appeal in writing to the Director of Admissions.
3. Appeal in writing to the Admissions and Financial Aid Committee.
4. Appeal in writing to the President of the College.

Announcement of academic scholarships and other awards is generally made between February 15 and May 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to: Financial Aid Office, Box 955, Gardner-Webb College, Boiling Springs, N.C. 28017.

Gardner-Webb College Scholarships

Academic Scholarships

Gardner-Webb Presidential Scholarships: Each year nine students from the entering freshman class are selected as Presidential Scholars. This scholarship program is named in honor of the nine presidents of Gardner-Webb College. The scholarships are awarded on the basis of outstanding academic achievement, demonstrated leadership ability, and commitment to service. To receive Presidential Scholar recognition, a student must be nominated by a friend of Gardner-Webb College, and selected by the Presidential Scholarship Screening Committee. The scholarships are renewable for up to three additional years provided the recipient achieves an outstanding level of scholarship and continues to demonstrate strong leadership ability and commitment to service while at Gardner-Webb College.

Gardner-Webb Honor Scholarships: The applicant must rank in the upper 10 percent of his/her high school graduating class. To renew the scholarship, the applicant must maintain an overall 3.0 quality point ratio on all credit courses taken.

Gardner-Webb Trustee Scholarships: The applicant must rank in the upper 25 percent of his/her high school graduating class. To renew the scholarship, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

Gardner-Webb Junior College Graduate Scholarships: The applicant must rank in the upper 25 percent of his/her junior college graduating class. Renewal is conditioned upon the recipient maintaining an overall 2.5 quality point ratio on all credit courses taken.

Christian Service Scholarships

Charles I. Dover Scholarship: The Dover Foundation, through a gift of \$10,000 in 1976, has endowed a \$600 annual scholarship for a student preparing for a full-time church-related vocation. The recipient will be known as the Charles I. Dover Scholar. The award is made by the Executive Committee of the Christian Service Organization. It is based on dedication to the cause of Christianity, character, scholarship, and need, without regard to race or denomination. Application may be made through the Christian Service Organization.

Christian Service Organization Scholarships: The Christian Service Organization of Gardner-Webb College provides scholarships for deserving students preparing for full-time Christian vocational service. The Organization is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gift income is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual \$500 scholarship provided a 2.5 quality point ratio is maintained on all work attempted, and provided the application is submitted by July 1 for fall semester and December 1 for spring semester.

FOCUS Scholarships: The Fellowship of Christians United in Service, a ministry of the Gardner-Webb College Baptist Student Union, gives four, or more, \$200 scholarships each year. One scholarship is awarded to the FOCUS coordinator-elect, and the others are awarded to students nominated by the FOCUS ministry and approved by the Admissions and Financial Aid Committee.

Endowed Scholarships

The Fred L. and Sallie N. Abrams Endowed Memorial Scholarship Fund: Robert W. Abrams, W. Glenn Abrams, Mrs. Jessie A. Roddy, and Mrs. Floy A. Bryant, established the fund in 1978 to honor their parents, Fred L. and Sallie N. Abrams of Gray's Creek Baptist Church community of Rutherford County. The earnings from the endowment are to be awarded annually on Awards Day to a needy and worthy student studying for the ministry. Determination of the recipient is to be made by the Admissions and Financial Aid Committee through established financial need procedures.

Clarence N. Peeler Andrews Memorial Scholarship Fund: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina, and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, established a trust fund in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is used to aid worthy young men and women attending Gardner-Webb College.

Lena Niven Ayers Christian Vocation Scholarship Fund: Established in 1975 by Mr. and Mrs. John F. Ayers, Jr. of Charlotte, North Carolina, in loving memory of Mr. Ayers' mother, Mrs. Lena Niven Ayers, the funds are to be distributed to needy students pursuing a full-time Christian vocation.

C. L. Beam Memorial Scholarship: In 1966, Mr. Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created an endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mrs. Howard S. Berry of Valdese, North Carolina, and the late Mr. Berry, to help worthy and needy students as determined by the Admissions and Financial Aid Committee of the college.

The Minerva C. Bland Endowed Memorial Scholarship Fund: Mr. and Mrs. Charles B. Camp of Shelby, North Carolina, both of whom graduated from Gardner-Webb College, established the fund to honor Minerva C. Bland. The purpose of the fund is to provide scholarships to worthy and needy students.

C. A. Brittain Memorial Scholarship: Established by Mrs. C. A. Brittain in 1977, in memory of C. A. Brittain of Casar, North Carolina, this scholarship fund has been established to express a commitment to Christian higher education. Awards are made to music students who are in need of financial assistance as determined by the college through established financial need procedures.

George Henry and Martha Jane Brittain Memorial Scholarship Fund: In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

The D. Harding Caldwell Memorial Endowed Scholarship Fund: The Mountain View Baptist Church of the South Fork Association established this memorial to their pastor. Scholarships will be awarded annually to a student from the Mountain View Church preparing for full-time Christian service, or a student from Catawba or Lincoln County

preparing for full-time Christian service, or a worthy recipient preparing for full-time Christian service.

Ensign Ronald Franklin Carpenter Memorial Scholarship Fund: This endowed scholarship fund was established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherford County, but other areas are not to be excluded.

Mrs. Cora C. Costner Memorial Scholarship Fund: This fund was established in 1976 by Mr. and Mrs. W. F. Parker, daughter and son-in-law of Mrs. Costner. Preference will be shown in awarding the grant to students from Cleveland and Rutherford Counties.

Beulah Rimmer Craig Scholarship Fund: The fund was established in 1979 by Mrs. Beulah Rimmer Craig of Lincolnton, North Carolina, to express her commitment to Christian higher education and world missions. The scholarship will provide financial aid to international students committed to the Christian way of life and who exemplify high Christian ideals, or to sons or daughters of missionaries. Recipients must be full-time students preparing for full-time Christian service and will be selected according to guidelines established by the Admissions and Financial Aid Committee of Gardner-Webb College.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart, a long-time trustee and benefactor of the college.

Mary Lide Doggett Scholarship Fund: Established in 1981 through a bequest in her will, Mrs. Doggett, a former Latin professor at Gardner-Webb, requested that the money be used to help needy students.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr., Memorial Scholarship Fund: In 1962, J. R. Dover, Jr., made an initial gift of \$5,000 to establish an endowed fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to \$50,000 by gifts from relatives and friends of Mr. Dover.

Etta M. Elliott Endowed Scholarship Fund: This scholarship was established in 1981 in honor of the late Mrs. Etta M. Elliott, wife of the late Philip L. Elliott, former Gardner-Webb College President. Priority will be shown in awarding the scholarship to students interested in careers related to the fine and performing arts.

Catherine Cline Falls and John Zimini Falls, Jr., Endowed Fund: Dr. and Mrs. Ralph L. Falls and Mrs. Helen F. Miller established the fund in memory of Catherine and John Z. Falls. The recipient(s) will be decided by the Admissions and Financial Aid Committee of the college.

A. J. Fletcher Music Scholars Program: This scholarship fund was established in 1983. Each year seven A. J. Fletcher Scholars will be selected. They will each receive a scholarship grant up to \$1,000 (depending upon need as determined by their need analysis). Auditions for the scholarships will be held annually. Contact the Chairman of the Department of Fine Arts for qualifications and audition procedures.

The Gaston Memorial Education Fund: The fund was established by the late W. F. and O'Neil Gaston of Belmont, North Carolina, in 1978 to honor Albert Forest Gaston and his wife, Vera L. Gaston, and to express a commitment to Christian higher education. The purpose of the fund is to provide financial aid for needy and worthy students at Gardner-Webb College who intend to dedicate their lives to full-time Christian service. Recipients must be full-time students. Preference to financial aid from this scholarship fund will be given to qualified applicants from First Baptist Church, Belmont, North Carolina. If there

are no qualified applicants from First Baptist Church, Belmont, North Carolina, the scholarship fund may be awarded to other qualified applicants.

Joseph W. Geddes Engineering Scholarship: In 1971 the College received a \$20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, The Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Mr. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is used to assist worthy students from the Cabarrus County area.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Earle A. Hamrick, Sr., Memorial Scholarship: This scholarship was established in loving memory of Mr. Earle A. Hamrick, Sr., by his wife. Mr. Hamrick was an outstanding community and textile leader in the Cleveland County, North Carolina area. Mrs. Hamrick, in establishing the scholarship, requested that qualified students from the Haywood County area be given first consideration in awarding the scholarship.

Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund: In 1965 Roland M. Hamrick, Jr. and Thomas B. Hamrick made a gift to the college to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

Thomas B. Hamrick Endowed Scholarship Fund: This is an endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

The Hardin Memorial Education Fund: Established in 1979 by Mr. and Mrs. Billy V. Hardin in memory of Mr. Woodrow Hardin, the scholarship will be awarded according to established financial need procedures to needy and worthy full-time students who intend to dedicate their lives to full-time Christian service. The recipients of this financial aid should exemplify the highest Christian ideals and be committed to the Christian way of life.

A. D. and Ruth Park Harmon Memorial Scholarship Fund: The fund was established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb College, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor. He was a student at The Southern Baptist Theological Seminary in Louisville, Kentucky. The scholarship is given to students entering full-time Christian service.

L. R. Harrill Scholarship: Established by the late L. R. Harrill of Raleigh, North Carolina, the income from this scholarship fund will be used for financial aid for a student or students preparing for service in the foreign mission field through the Foreign Mission Board of the Southern Baptist Convention. The fund may be used also for aid to students who have returned from foreign mission service and who are on a study leave.

W. Shirley Haynie Scholarship Fund: The fund was established in 1981 by Mrs. W. Shirley Haynie in memory of her husband to express their commitment to Christian higher education. Scholarships will be awarded to worthy full-time needy students. Preference will be given to qualified applicants from Gaston and Yadkin Counties.

Clara Katherine Vickers Head Memorial Scholarship: Established in 1979 through income from the estate of Clara Katherine Vickers Head, the fund provides a scholarship for needy students from Rutherford County who plan to become ministers or missionaries or who plan to enter a similar church-related vocation.

Carl E. Jolley Memorial Endowed Scholarship Fund: Established by the family and friends of Carl E. Jolley, this is an open fund and may be added to at any time. The scholarship is to be awarded to a student who is interested in studying mathematics or computer science.

Dr. L. V. Lee Family Memorial Scholarship Trust Fund: This Scholarship Trust Fund was established by Iva Sperling (Mrs. Norman B.) Lee to honor the memory of Lawrence Victor Lee, M.D., Susan Lattimore Lee, and Norman Bennette Lee, and to express their commitment to Christian higher education. The scholarships will be given to students who have demonstrated need for financial assistance according to guidelines established by the Admissions and Financial Aid Committee of Gardner-Webb College.

M. G. Martin Endowed Scholarship Fund: In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, created the M. G. Martin Memorial Scholarship. The fund is used for the education of ministerial students.

Randolph Martin Endowed Scholarship Fund: This scholarship fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students obtain a Christian education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Mr. and Mrs. B. S. Mauney Memorial Endowed Scholarship Fund: This scholarship fund was established in 1973 by the late Mr. and Mrs. B. S. Mauney. The income is used to provide scholarships for young men and women who are unable to pay to attend Gardner-Webb College.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: Mr. and Mrs. M. A. (Brick) Morris made a gift to the college to endow a scholarship fund to aid students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Admissions and Financial Aid Committee will select a deserving student from another area.

The Dr. George T. Noel Memorial Fund for Visually Impaired Students: Marguerite Warren Noel established the fund in 1983 in memory of her husband, who was an ophthalmologist, to express his and her commitment to Christian higher education and to assist visually impaired individuals. Scholarships will be awarded first to visually impaired students; however, if there are no qualified applicants, the scholarship may be awarded to physically handicapped students. For further information contact the Director of the Program for the Blind and Visually Impaired.

Elizabeth Dudley Nolan Memorial Ministerial Scholarship Fund: The fund was established at the bequest of the late Mrs. Nolan to assist needy ministerial students. Scholarships are administered by the Admissions and Financial Aid Committee.

Porter Brothers, Inc., Endowed Scholarship: In 1970 an endowed scholarship fund was established by Porter Brothers, Inc., of Shelby, North Carolina. Income from the fund is used to assist needy and worthy students.

Minnie Conner Poston Memorial Endowed Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, former president of Gardner-Webb College. The scholarship is awarded to needy students.

Thomas P. Pruitt, Sr., Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is being honored

through this fund by his wife, children, and friends. Needy Christian students are assisted through the income from this fund.

Race Path Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is used as scholarship aid for an able and deserving student majoring in Biblical literature and languages.

Albert D. Raines Memorial Scholarship Fund: Established by Mrs. Doris Raines in 1979 to honor her husband and express a commitment to Christian higher education, the scholarship will be awarded by the college through established financial need procedures to students studying nursing with a preference for students from South Carolina who are in need of financial assistance.

Royster Memorial Scholarship: Established in 1965 by the late D. W. Royster, Sr., of Shelby, North Carolina, this scholarship is named in memory of his parents, Dr. S. S. Royster and Mrs. Olive B. Royster. Income from this scholarship is used to assist needy students at Gardner-Webb College.

D. W. Royster, Sr., Memorial Endowed Scholarship Fund: Established by the family and friends of D. W. Royster, Sr., this fund was established to honor his memory. The recipient is chosen by the Admissions and Financial Aid Committee of the college.

M. E. Shell Endowed Scholarship Fund: Established in 1979 by Mr. and Mrs. M. E. Shell of Valdese, North Carolina, scholarships will be awarded according to established financial need procedures to a minimum of two ministerial students, with preference being given to students from Burke County, North Carolina.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, because of their interest in Christian higher education.

Spangler Music Scholarships: The fund was named in honor of Eloise and Evelyn Spangler of Shelby, North Carolina. Auditions are held annually for merit scholarships of varying amounts in all areas of music. Contact the Chairman of the Department of Fine Arts for qualifications and audition procedures.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students. Preference is given to Cleveland County students.

Earl W. and Evelyn H. Spangler Practical Leadership Development Scholarship: The fund was established by Earl W. and Evelyn H. Spangler of Shelby, North Carolina, in 1979 to express a commitment to Christian higher education and to manifest an interest in assisting students with the potential for leadership. The scholarship will be awarded to an entering freshman with the most clearly demonstrated record of, and with the most predictable potential for, general practical leadership. A selection committee, headed by the president of Gardner-Webb College, will select the recipient.

The Eloise and Pat Spangler Fund: This fund was established in 1981 by their many friends from across the Southeastern United States as an expression of appreciation for the Spangler's years of public service. The fund will be used to permanently endow graduate stipends for teaching assistantships with a preference being given to graduate students in reading education. This is the college's first fully endowed graduate stipend.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. It is awarded to a needy and worthy student.

Lee B. Weathers Endowed Scholarship: The fund was established by Henry Lee and Pearl A. Weathers, children of Lee B. Weathers, to provide financial assistance to worthy and needy students at Gardner-Webb College. Grants are to be awarded by the college through

established financial aid procedures with preference being given to students interested in journalism, public relations, or college publications. Also, children of any employee of the *Shelby Star* that apply, shall be given preferential consideration if determined worthy by the college.

William Y. Webb Endowed Scholarship Fund: This scholarship fund was initiated by Mr. and Mrs. William Y. Webb in memory of Judge Edwin Yates Webb, Sr., and Willie Simmons Webb, to express their commitment to Christian higher education. Funds will be used to provide financial assistance to needy and worthy citizens of the United States studying in the field of business or economics at Gardner-Webb College.

Paris Leland and Donnis Gold Yelton Scholarship Fund: Established in 1984 by Mr. and Mrs. Yelton to express their commitment to Christian higher education and Gardner-Webb College, the scholarship is to provide financial aid for needy and worthy students from Cleveland County, North Carolina, according to guidelines established by the Admissions and Financial aid Committee of Gardner-Webb College. If there are no qualified applicants as defined above, the scholarship may be awarded to qualified applicants from other areas.

Margaret Young Memorial Scholarship Fund: In 1966 Mr. J. F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created an endowed scholarship as a memorial to Margaret Young. It is to be awarded to needy students.

Other Endowed Scholarships

J. R. Cantrell Endowed Scholarship Fund; O. P. Hamrick Endowed Scholarship Fund; Jack Hunt Endowed Scholarship Fund; Elizabeth Dudley Nolan Ministerial Endowed Scholarship Fund; Mr. and Mrs. Everette G. Spurling Endowed Scholarship Fund.

Annual Scholarships

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from \$800 to \$1,800. These scholarships are made available by Gardner-Webb College; however, the application should be filed with the State Acteens Director, Baptist State Convention, P.O. Box 26508, Raleigh, NC 27611 before April 1.

Alpha Epsilon Recruitment Grant: This \$200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

George and Ida Wood Blanton Scholarship: In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb College.

Mary Lou Causby Scholarship: The Mary Lou Causby Scholarship for \$300 will be awarded annually to a rising sophomore nursing student. Preference will be given to a former LPN or an older student who demonstrates maturity, dedication, and commitment to the nursing profession. The student should be deserving of financial assistance, and the award will be determined by the Admissions and Financial Aid Committee.

The Davis Hospital Foundation Scholarships: Nursing students at the Statesville campus of the college's Davis School of Nursing are eligible for annual scholarship grants. The scholarships vary annually depending upon tuition.

S. C. Harrill Memorial Scholarship Fund: Mrs. S. C. Harrill and the late Mr. S. C. Harrill of Lattimore, North Carolina, established this scholarship in 1969 to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives a \$500 scholarship annually for a ministerial student. This scholarship is awarded to a needy, worthy student who plans to enter the ministry or full-time Christian service.

LeGrand-Ware Scholarship: Mr. and Mrs. R. T. LeGrand, Jr. of Shelby, North Carolina, established this scholarship in memory of their parents, Mr. and Mrs. Richard Torrance LeGrand, Sr., and Mr. and Mrs. Moffatt Alexander Ware. Nominations will be received in the spring for students entering the following fall from each high school in Cleveland County. Applicants must demonstrate a real interest in the free enterprise system and should show the potential for leadership as exhibited by school activities. The award will be divided equally over eight semesters; however, if the recipient plans to graduate in less than eight semesters, the Admissions and Financial Aid Committee may be requested to increase the award per semester.

Lutz Scholarship: State Representative Edith Lutz of Cleveland County dedicated her \$1,200 legislative salary increase to establish scholarships at Gardner-Webb College. Three scholarships will be awarded to a student from each of the three counties of Cleveland, Polk, and Rutherford. The scholarships will be based on financial need and will be available as long as her career in the State House lasts.

Ministerial Board of Associates Scholarship Program: Each member of the Ministerial Board of Associates may recommend a student for the scholarship to be awarded in his name. The scholarship is available to first-time Gardner-Webb students, freshmen or transfer and is for \$1,000 to be credited at the rate of \$125 each semester for eight semesters. The recommendation must be mailed by May 1 for fall semester and November 1 for spring semester to the Vice-President for College Relations, Gardner-Webb College, Boiling Springs, North Carolina 28017.

Ministers' Dependent Scholarship: Each dependent of a full-time active pastor may receive a \$500 scholarship upon completion of the Ministers' Dependent Scholarship application. The recipient must maintain at least a 2.5 cumulative grade point average to be eligible for renewal each year. Applications for the scholarship may be obtained from the Financial Aid Office, P.O. Box 955, Boiling Springs, North Carolina 28017. The completed application should be returned to the Financial Aid Office.

Wilma L. McCurdy Memorial Fund Scholarships: The trustees of the Wilma L. McCurdy Scholarship Fund desire that Gardner-Webb College give special consideration in awarding the scholarships to worthy students from Stanly County. However, all scholarships must be awarded to worthy students of North Carolina.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aide program may receive a scholarship ranging in value from \$800 to \$1,600. These scholarships are made available by Gardner-Webb College; however, the application should be filed with the Baptist State Convention, Brotherhood Department, P.O. Box 26508, Raleigh, NC 27611 before April 1.

D. A. Tedder Scholarship: This is a \$100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughter, Mrs. Frederick Swift. The scholarship is awarded to an able and deserving ministerial student.

Thomasville Lions Club Scholarship: In 1981 the Thomasville Lions Club of Thomasville, North Carolina, established an annual scholarship of \$1,000 to be awarded to a deaf or hearing impaired student. The Financial Aid Office will administer the scholarship.

Gardner-Webb College Loan Funds

The following guidelines govern the Gardner-Webb College revolving loan funds:

1. All transactions, such as signing the promissory note, are made directly with the student, who must be enrolled in good standing with at least a 2.0 cumulative grade point average, or accepted for enrollment at Gardner-Webb College.

2. The maximum loan for an academic year is \$2500.
3. Terms of the loan:
 - (a) Repayment begins six months after termination of education at Gardner-Webb College.
 - (b) Repayment rate will be \$30 monthly plus interest or the amount needed to repay the loan within the maximum 10-year repayment period.
 - (c) The rate of interest is eight percent computed on the unpaid balance.
 - (d) The borrower is responsible for any litigation fees incurred because of delinquency.
4. The student must reapply when additional funds are needed since loans are not automatically renewed.

Loan Funds

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in 1970, by the Department of Business Administration (The Broyhill School of Management) for majors within the department who are having difficulty financing their education. The amount of the loan should not exceed the tuition cost and is available to juniors or seniors who have established their major.

The Dewitt and Alma B. Anthony Student Loan Fund: The fund was established in 1983 at the request of the late Mrs. Alma Anthony Greene as a memorial to her parents to provide loans to students in need of funds to complete their education.

C. B. Baker Loan Fund: Mr. C. B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb College. This amount is used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Baptist Association has provided a loan fund to be used for assistance to worthy young men and women with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Boiling Springs Baptist Church Loan Fund: In 1973 Boiling Springs Baptist Church established a student loan fund to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount, plus interest, after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: The fund was established in 1949 by J. Herbert Bridges of Charlotte, North Carolina, for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students.

Beuna B. Carpenter Floral Loan Fund: The fund was established to assist those who are preparing for any phase of full-time Christian service.

Mr. and Mrs. Thomas Ray Casby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Admissions and Financial Aid Committee. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina, bequeathed stock to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

Melba Currie Student Loan Fund: Established as a loan fund for those who plan to enter a Christian vocation, first priority will be given to students from Hillcrest Baptist Church, Charlotte, North Carolina. The Financial Aid Office of Gardner-Webb College will administer the fund. The maximum loan shall be \$500 per student.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of

A. V. Dedmon, Sr., of Shelby, North Carolina, to assist needy students in acquiring a Christian education.

Hubert C. Dixon Mathematics Loan Fund: This fund was established in December, 1975, to provide a source of financial assistance to junior and senior mathematics majors who need financial aid. It was named to honor the memory of Professor Hubert C. Dixon who served Gardner-Webb College well in many capacities for forty-one years.

Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students.

Mr. and Mrs. Eugene Elmore Loan Fund: Established in 1977 to assist students studying for the ministry, religious education, or ministry of music, loans are to be made according to need as determined by the college through established procedures.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina, to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund in 1972, in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick to assist needy, worthy Christian students who would exemplify her beliefs.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Lewis G. Harrelson and the late Dr. Michael A. Harrelson have made gifts to Gardner-Webb College to be used as a loan fund for biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Loan Fund: This student loan fund was established by Mrs. T. R. Hendrix, Sr., and the late Mr. Hendrix of Trinity, North Carolina. Mr. Hendrix was head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Marion Hinson Loan Fund: In 1950 Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina, established a student loan as a memorial to their son, Marion Hinson.

J. D. Huggins Memorial Loan Fund: This fund was established October 25, 1975, by Mr. Hanson D. Powers, Sr., in memory of Mr. J. D. Huggins, Sr. It is used to grant loans to worthy and needy students.

Joseph Henry Jones Memorial Loan Fund: This loan, in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones, and other friends to assist worthy students in obtaining a Christian education.

Garrie L. Kendrick Endowed Loan Fund: This fund was established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb College Board of Trustees. This fund is used to aid needy and deserving students.

Ada Harris Knowles Loan Fund: The fund was established in 1968 by Mr. Tom Knowles of Belmont, North Carolina, in memory of his mother.

Jimmy Ray Lail Memorial Loan Fund: Jimmy Lail was a Gardner-Webb ministerial student in whose memory this fund was created in 1974, by his wife and daughter. Additional memorials have been made by relatives and friends. Students preparing for full-time Christian service or other vocations are eligible to apply for this loan.

John Maclaren Lawrence Memorial Loan Fund: In 1954 the Reverend and Mrs. Tom Lawrence of Cliffside, North Carolina, established a student loan fund as a memorial to

their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina, specified in her will that \$5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: The fund was established in 1956 by Gardner-Webb students, faculty members, and friends in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Memorial Loan Fund: Established by the late Reverend and Mrs. H. M. Stroup of Spruce Pine, North Carolina, the income is used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Admissions and Financial Aid Committee.

Rush Stroup Loan Fund: Mrs. Mae Cline Stroup of Shelby, North Carolina, established this fund in 1947, in memory of her husband, Rush Stroup. Mrs. Stroup, a trustee of the college, was awarded the degree, Doctor of Humanities, in May, 1976. The fund is used for deserving young people, preferably Cleveland County students and ministerial students.

Mr. and Mrs. J. O. Terrell Loan Fund: This fund was established by Mr. and Mrs. J. O. Terrell in 1954, to provide financial assistance to those students who without such assistance would be unable to continue their education. Mr. Terrell was a long-time professor, Dean and Vice-President of the college. He was elected Dean Emeritus in 1985. Loans are made by the Admissions and Financial Aid Committee of the college with need as the only restriction.

Tom and Clara Lee Withrow Loan Fund for Nursing Students: Mr. and Mrs. A. T. Withrow established this fund in 1974. The loans are made to students in the Gardner-Webb nursing program. The recipients must meet the standards of the college and be in need of financial aid. Students will be encouraged to contribute to the fund after paying off their notes.

Tom Withrow Foundation Loan Fund: In 1953 A. T. Withrow of Charlotte, North Carolina, established the fund for the purpose of aiding needy and worthy students.

Other Loan Funds

Charles Andrews Foreign Language Loan Fund; Board of Associates Loan Fund; Branch Banking and Trust Loan Fund; Cove Creek Baptist Church Loan Fund; First Baptist Church, Shelby, North Carolina; Gastonia Altrusa Loan Fund; Mr. and Mrs. Coleman Goforth Loan Fund; Gold Loan Fund; Dr. C. H. Harrill Loan Fund; G. W. and N. B. Kendrick Loan Fund; L. & R. Oil Company Loan Fund; Logan Loan Fund; Printing and Packaging Loan Fund; Roberts Loan Fund; Schenck Loan Fund; Florence Scism Loan Fund; Shelby Kiwanis Club Loan Fund; Shelby Lions Club Loan Fund; Shelby Rotary Club Loan Fund; Mr. and Mrs. T. M. Stanback Loan Fund; Mrs. Fields Young, Sr., Loan Fund.

College Work Program

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the need analysis form from either College Scholarship Service or American College Testing Program. Applications should be submitted by April 1. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.

Federal Assistance Programs

Any student enrolled at Gardner-Webb College who is a citizen or permanent resident of the United States is eligible to apply for assistance under these programs. A student may receive assistance under Title IV Programs only if: (1) he/she is maintaining satisfactory progress in the course of study he/she is pursuing, according to the standards of Gardner-Webb College; (2) he/she does not owe a refund on grants previously received at Gardner-Webb, or is not in default on any loan from a student fund at Gardner-Webb or a loan made, insured, or guaranteed by the Secretary under this title for attendance at Gardner-Webb College.

Pell Grant Program: The Pell Grant Program is an entitlement program. This means that all students who are eligible will receive Pell Grant Awards. The eligibility and actual amount of the aid is determined by the Office of Education. The official notification of the eligibility index number is called the Student Aid Report (SAR). All copies of the report should be submitted to the Financial Aid Office and the amount available will be calculated.

Supplemental Educational Opportunity Grant (SEOG): A student is eligible to receive a Supplemental Educational Opportunity Grant at Gardner-Webb College if he/she is enrolled or accepted for enrollment in an eligible program as an undergraduate student and is determined to have financial need. The maximum award is \$2,000 per year.

College-Work Study Program: The college participates in the College Work-Study Program to provide jobs for students. Students are paid the current minimum wage rate. Employment is arranged on campus or off campus with a public or non-profit agency, such as a hospital, library, or recreational facility.

National Direct Student Loan (NDSL) Program: These funds are for students enrolled at least half-time to help them meet their educational expenses. An undergraduate student may borrow up to a total of \$6,000 with repayment beginning six months following graduation or separation from the college for other reasons. Students may borrow up to \$12,000 for graduate or professional study (this total includes any amount borrowed for undergraduate study). During the repayment period, five percent interest will be charged on the unpaid balance of the loan principal.

Nursing Loan Program: This program is intended to assist deserving students pursuing a degree in nursing by providing long-term low interest loans to help meet the cost of education. Students must be enrolled full-time and must demonstrate exceptional financial need as determined by an approved needs analysis form. The loan amount available will depend on the financial need and the amount of funds available. Repayments begin nine months following separation from the college for graduation or other reasons. During the repayment period six percent interest will be charged on the unpaid balance.

The only application needed for the five programs above is either the Family Financial Statement (FFS) from American College Testing Program or the Financial Aid Form (FAF) from College Scholarship Service. These forms are available after January 1 each year in the Financial Aid Office, Gardner-Webb College, or from high school guidance counselors. The applications should be submitted by April 1.

Guaranteed Student Loan Program: Loans made directly from a bank, credit union, savings and loan association, or other participating lender willing to make educational loans may be guaranteed by a State or private non-profit agency or insured by the Federal Government. Any student currently enrolled or accepted for enrollment may apply. Maximum loans of \$2,500 per year are available. The interest rate currently being charged is eight percent on the unpaid balance. The Federal Government will pay the interest on these loans for students until the repayment period begins. Payments begin six months after graduation or other separation from the college, and up to ten years may be taken to repay the loan. Information and application forms are available from Gardner-Webb

College, lenders, State Guarantee Agencies, and Regional Offices of the U.S. Office of Education. Applications must be submitted before June 1 each year.

State Assistance Programs

College Foundation Loan Program: Residents of North Carolina enrolled full-time may borrow up to \$2,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina banking and life insurance industries. Loans are insured by the State Education Assistance Authority, and the Federal Government pays the interest during the study and grace periods. Applications may be secured from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605.

North Carolina Legislative Tuition Grants: The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State. The awards will provide up to \$950 to each eligible student during an academic year. To qualify for a NCLTG award a student must:

1. Be a legal resident of North Carolina for the purpose of tuition payment under the terms and conditions of the Residency Manual of the University of North Carolina,
2. Be enrolled full-time as an undergraduate student in a North Carolina private college or university, and
3. Be certified by an approved institution as to eligibility and enrollment.

In addition to the above grant program, North Carolina residents may qualify for additional assistance from the State if they show need based on their filing of an approved needs analysis form.

North Carolina Student Incentive Grant Program (NCSIG): Legal residents of North Carolina accepted for enrollment or enrolled full-time, in good standing, in an undergraduate program of study in an eligible college, university, technical, or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate "substantial financial need" as determined through an approved needs analysis form. The amount of each grant will be based on the individual student's demonstrated financial need in relation to resources and cost of education but may not exceed \$2,000 per academic year.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State to assist them in their education. The award is \$2000 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 1.

North Carolina Vocational Rehabilitation Program: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27600.

North Carolina PLUS Loans (NCPLUS): Parents of dependent undergraduate students may borrow up to \$3,000 annually for a son or daughter accepted for enrollment or enrolled at least half-time and maintaining satisfactory progress in an eligible program at an eligible and participating college, university or technical/vocational school in the United States. Both the parent and the student for whom the parent is borrowing funds must meet the following requirements:

1. U.S. citizen or permanent resident alien
2. Legal resident of North Carolina
3. Do not owe a refund on a Pell Grant, Supplemental Grant, or an Incentive Grant
4. Not in default on a National Direct Student Loan (NDSL), any Guaranteed/Insured Student Loan, or PLUS Loan.

The NCPLUS Loan is meant to be used *in addition* to any NCISL which the student can borrow. For this reason, students are expected to apply for a NCISL before the parent applies for a NCPLUS Loan.

The aggregate maximum a parent can borrow for undergraduate study for each dependent son or daughter is \$15,000 and in no case can the annual loan amount be more than the annual cost of attendance less other financial aid the student is expected to receive. Applications can be secured from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, NC 27605.

Private Assistance Program

Nido Qubein & Associates, Inc.: High Point area students attending any private North Carolina college and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Quebein and Associates, Inc., P.O. Box 5367, High Point, North Carolina 27262. Applications must be received no later than April 15.

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student's education to continue. Additional information is available from the Business Office of Gardner-Webb College, Boiling Springs, North Carolina 28017.

Student Life & Services

Student Life

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extracurricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activities are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute the utmost to the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities related to the interests and welfare of women students. Each residence hall for women has an organized house council directly related to AWS.

Male House Councils: The Male House Councils are responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has a president, vice-president, and secretary-treasurer.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus and in our regional centers a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. *Dishonesty, such as cheating, plagiarism, forgery, or knowingly furnishing false information.*
2. *Theft or damage to property of Gardner-Webb College or a member of the college community.*
3. *Immorality, engaging in lewd, obscene or offensive behavior, speech or writing.*
4. *Use or possession of alcoholic beverages or drugs on campus or at college-related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages, beer, and/or drugs.*
5. *Gambling in all forms.*
6. **Abuse—Physical or verbal abuse or undue humiliation, intimidation of others, or placing a person under any mental duress and/or fear of imminent physical danger is prohibited. Such activities shall not be directed to any member of the college community nor any guest of the college community on institutional premises or at college related activities.*
7. *Appearance—Men and women not neatly and appropriately dressed at all times in keeping with the campus dress code with hair clean and well groomed. (See Campus Dress Code for specific details.)*
8. *Demonstrations, riots, or disruptive behavior which interfere with the purpose of the college.*
9. *Disrespectful and/or insubordinate behavior, failure to respond to an official notice from an administrator, faculty, or SGA officer.*
10. *Use, possession, or distribution on campus of firearms, explosives, fireworks, or knives of unlawful length.*

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

**The student is advised that hazing in any form is prohibited as per North Carolina Statute: 14-35.*

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Vice-President for Student Services. Clubs and organizations pertain to student life, academic disciplines, and religious, honor, or special services.

Religious Activities

The college hopes that every student will find a place in the religious life of the campus and community. Many students become active in area churches as well as campus-sponsored religious activities. The College Minister's office will assist in locating churches and in publicizing the numerous opportunities for Christian growth on and off the campus. *

Weekly required convocations enable the entire student body to come together, contributing to the distinct quality of life at Gardner-Webb. Programs feature outstanding guest speakers who address the intellectual, cultural, and spiritual life of the campus. A religious emphasis week is held each semester planned under the supervision of the faculty's Religious Activities Committee. Students have extensive opportunity to participate in shaping these weeks.

The Baptist Student Union and its various member clubs (Ministerial Alliance, Religious Education Club, Mission Fellowship, Baptist Young Women, Fellowship of Christian Athletes, Discipleship Groups, and Collegiate Gospel Choir) invite all students to participate in their programs and outreach ministries: weekend revivals in the churches; jail, prison, hospital, and rest home visits; and tutoring. While the clear majority of our students are Baptists, we strive to keep ourselves genuinely open to students of other denominations and to those who have no affiliation.

The College Minister coordinates the various religious activities and seeks to minister to all segments of the college family. In addition, the college seeks to express its kinship with individual churches and the Baptist State Convention of North Carolina. Through this office, Gardner-Webb people and programs are taken into the churches throughout the region.

Student Center Board

The Student Center program is governed by the Student Center Board. The purpose of the Student Center Board is to expand and to coordinate the social, cultural, recreational, and educational opportunities of the Student Center program for the members of the Gardner-Webb College community. The popular artists, coffeehouse, recreational, film, publicity, cultural, and arts and crafts committees are standing committees of the Student Center Board.

Publications

The Web, the college yearbook, *The Pilot*, the student newspaper, the Student Handbook, and *Reflections* are publications edited by the students of the college. *The Web*, the alumni publication, is distributed to alumni, parents, and other friends.

Athletics

Intercollegiate: The college is a member of the National Association of Intercollegiate Athletics and has intercollegiate teams in football, basketball, baseball, track, tennis, volleyball, and golf. Students are given ample opportunity to try out for these teams.

Intramural: A full staff of qualified coaches and physical educational professors work diligently to provide the type of athletic program that will benefit the student preparing for a full life after graduation from the college. The purpose of the intramural program is to provide an opportunity for each student to participate in athletic competition—in a team, dual, or individual activity—of his or her choice. A wide variety of sports and activities is offered.

Student Services

Orientation

Orientation for all freshmen and transfer students begins with a worship service on Sunday with the President of the College bringing the message. The parents of all new students are encouraged to attend this service and the special Parents' Orientation period later in the day.

Monday through Monday activities include a convocation of all new students, various group sessions during which time they will undergo a diagnosis of their academic, value and career abilities and interests, testing, academic sessions, registration, and picture taking. In cooperation with the Student Government Association, various social activities and programs are planned. Classes begin on Tuesday for all students.

No student has completed registration until all requirements outlined in the orientation and testing schedule have been met.

Guidance and Counseling

Personal attention to the needs of the individual student has long been a hallmark of Gardner-Webb College. Guidance and counseling is the principal responsibility of the Director of Counseling. The College Minister will also be available for counseling services.

Gardner-Webb's commitment to the personal growth and development of each student is expressed through all aspects of campus life, but nowhere is that commitment more strongly felt than in the office of Counseling Services. It is the purpose of this office to assist the student in making the best possible adjustment to college life and in preparing for future adjustments. The services provided by this office are: personal counseling on a confidential basis, residence hall and campus-wide discussion groups, workshops, personal growth groups, etc.

The Director of Counseling is available to assist the student in solving personal and social problems, overcoming emotional difficulties, finding solutions to marital or premarital problems, and in making vocational decisions.

Although most students who seek help refer themselves to the counseling office, on-campus counseling often originates from talks between a student and an interested professor. If the professor feels that the problems need professional attention, he will suggest that the student see the Director of Counseling. Should a situation warrant, a referral will be made to an off-campus counselor by the Director of Counseling.

Academic counsel is the responsibility of the Academic Dean, working through the faculty. Individual guidance is provided for each student by a faculty adviser. At the beginning of the school year every student is assigned to an adviser on the basis of academic and vocational interests and personal compatibility. Students meet with their advisers in group sessions and individual conferences. In addition to matters relative to the program of study, the student may choose to discuss vocational plans and personal problems with the adviser. The faculty adviser may become a friend with whom the student may confidentially share his problems in every area of life.

The Academic Dean is also responsible for the various testing programs of the college, including the battery of orientation tests required of all freshmen. All test results are treated in a confidential manner.

Housing Regulations

1. All students of Gardner-Webb must meet the requirements of the college housing policy.
2. All students accepted for admission or readmission to Gardner-Webb must make a reservation deposit of \$100 for boarding students and \$50 for day students prior to the established deadline for students entering the college for a given semester.
3. All college-owned and operated housing space must be assigned before eligible boarding students may be assigned to off-campus college approved housing.
4. Unmarried students must live in the college dormitories, college-approved private housing, or in the principal residences of their parents or other close relatives.
5. Unmarried students cannot live in houses, apartments, house trailers, or other portable housing units, except as provided for in Number 4.

6. Unmarried students living in approved private housing in Boiling Springs are classified as boarding students and must purchase a meal plan, and are subject to the same regulations as dormitory students.
7. Unmarried students living in college-approved private housing in Shelby or nearby communities may be considered as day students and are not required to purchase a meal plan.
8. All housing assignments for unmarried students, including students divorced or separated, must be cleared and approved through the proper office at the college.
9. All married students living with their spouses may live in their own homes, their parents' homes, rented or leased houses, apartments, house trailers, or other portable housing units, and may be classified as day students and are not required to purchase a meal plan.
10. All married students whose spouses do not accompany them to the campus will be required to live in college-approved housing as required of unmarried students.
11. Any student violating this housing policy or any part of it will be subject to disciplinary action.
12. The college reserves the right to inspect all college-approved housing units.
13. The college reserves the right to make room assignments in the interests of all persons concerned and reserves the right to cancel any assignment in the interest of order, health, discipline, or other urgent reasons.
14. Exceptions, if any, to these Housing Regulations will be made by the Housing Committee. The student must make a written request to the Housing Committee for consideration for an exception.
15. Members of the Housing Committee are Directors of Men's/Women's Services, Vice-President for Student Services, Director of Admissions, Vice-President for Business and Finance, and two members at large appointed by the President.

Students are expected to preserve good order in the buildings and on the campus and to pay for any damage for which they are responsible.

Residence halls will open prior to the first day of registration of each semester and will close after classes at the end of the fall semester and after Commencement in spring and summer. Residence halls will close during vacation periods—fall break, Thanksgiving, Christmas, spring break, and Easter. Students who arrive before or remain after designated times will be charged an extra fee of \$2 per day.

Room Assignments: Room assignments and reassignments are made through the Director of Men's/Women's Services. Every effort is made to notify freshmen of their residence hall and roommate well in advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

Key Deposit: A key deposit of \$5 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. Female residents will pay an additional \$5 deposit for a card-key or entrance key to the female residence hall. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for \$5.

Housing for Women

James Webb Gardner Memorial Dormitory (Decker Hall): The three-story structure completed in the fall of 1948 at a cost of \$230,000 is fireproof and furnishes attractive accommodations for 140 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory (H.A.P.Y.): The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate 120 women.

Stroup Dormitory: First used during the 1956-57 school year, Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof brick structure, with adequate parlors, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the director. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.

Housing for Men

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963, occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.

Mauney Hall: This four-story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr., and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of the late Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two-story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two-room furnished apartment for the counselor.

Royster Hall: This residence hall, which houses 66 male students, was formerly Royster Memorial Hospital. When construction of Crawley Memorial Hospital was completed in August of 1977, this one-story masonry building was renovated for dormitory use. It is located on the north side of West College Street.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three-story solid masonry building, it is equipped

with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Other Housing

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

Epicure Management Service, Inc. of Rock Hill, South Carolina, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester or summer term. Two alternate plans are offered: a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. During summer terms only the five day plan is offered. There are also casual rates offered for day students.

Health

Gardner-Webb College, through its relationship with Crawley Memorial Hospital and Doctor's Building, which are located near the campus, provides a constructive health program for boarding students. Physical examinations are given when required and remedial programs suggested.

The hospital facilities serve as an infirmary for boarding students who have minor illnesses or injuries. Emergency cases are received at any time. Students are charged \$5 per visit. This fee may be subject to change depending upon the current charge of the doctors. Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A medical examination for all new students is recommended but not required. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

Insurance

All full-time students not otherwise covered by a family or similar policy are required to have health and accident insurance while enrolled at Gardner-Webb College. Such coverage is available through the college for \$90 per year. This charge may be subject to change based upon current premium rate schedules in effect by the carrier. All students will be included in the college policy except those who sign the exemption request form prior to or at the time of registration. There will be no exemptions after that date.

Bookstore

The Bookstore handles all the books needed by students for their courses of study; other student needs such as cosmetics, jewelry, and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U.S. Mail and intracampus

messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is the campus address as long as the student is enrolled. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. Most residence halls have coin-operated washing machines and dryers.

Career Planning and Placement

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and need assistance in career planning are encouraged to visit the office for consultation.

The Family Educational Rights and Privacy Act of 1974 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the student. Therefore, all students registering with the Placement Office must sign a Placement Authorization Form.

All employers and schools utilizing the services of the college Placement Office must certify in writing that they are equal opportunity employers.

Since the services of the Placement Office do not end when the graduate has been placed the first time, all graduates are advised to keep their placement files current.

Career counseling may be obtained by visiting the office of the Director of Counseling Services.

Academic Information

Academic Counseling: Each student entering Gardner-Webb College is assigned an academic adviser in order to counsel the student about curricular requirements and available alternatives. Students with major programs of study already in mind will be advised about the requirements of their intended program. Students undecided about a major program of study will be counseled concerning curricular alternatives available for their exploration.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A student is considered full-time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given prior permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours.

The normal load for summer school is 6 semester hours or a 4 semester hour laboratory course. Any boarding student taking less than 6 semester hours or a 4 semester hour laboratory course at any time during a summer term must have the permission of the Housing Committee.

Course Numbering System: Freshman courses are designed by numbers 100-199; sophomore courses, 200-299; junior courses, 300-399; and senior courses, 400-499.

Registration: Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures. A student will not receive credit for any course for which registration has not been completed.

Late Registration: With special permission a student may be registered during the one-week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar and the student's academic adviser within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course during a semester or summer term. The Vice-President for Student Services provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course during the first four weeks of the fall and spring semesters, or during the first week of a summer term. After this period a **WP** (withdrew passing) or **WF** (withdrew failing) is assigned by the professor based upon the professor's assessment of the student's work to date in the course. No hours attempted are recorded for the **W** or **WP** grades.

The last date for dropping an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Auditing Courses: Any Gardner-Webb College student may audit a class without charge

except where special fees are involved provided approval of the Academic Dean is received and the Registrar and Business Office are notified at registration.

Area residents not desiring credit may audit a class without charge except where special fees are involved provided an application is filed with the Admissions Office, approval of the Academic Dean is received, and the Registrar and Business Office are notified at registration.

All auditors are subject to the campus code and the attendance regulations of the college and the instructor. Requirements of the course are the prerogative of the instructor.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring. The college is not obligated to accept credit for any course when prior permission has not been granted. Summer study at another institution cannot be used to improve one's academic standing.

Withdrawal, Suspension and Expulsion: Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Vice-President for Student Services, complete it in full, and return it to the Business Office. Honorable withdrawal is granted only if these procedures are followed. Failure to complete this procedure will result in the recording of the F grade on all work taken that term.

Academic Appeals: Students may appeal academic decisions by first appealing to the professor making the decision. If the problem of appeal is not satisfactorily resolved, the student may then appeal to the department chairman, the Academic Dean, and the Educational Policy Committee in that order. All academic appeals should be made in writing no more than eighteen months after the date of the decision being appealed.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen—Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores—Students fully qualified academically for credit who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. Juniors—Students fully qualified academically for credit who have earned 60 or more semester hours of credit, but less than 90 semester hours.
4. Seniors—Students fully qualified academically for credit who have earned 90 or more semester hours of credit.
5. Special Students
 - (a) Credit students—College graduates, rising high school seniors, and transients.
 - (b) Non-credit students—Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Class Attendance Policy

Regular class attendance is an important student obligation and each student is responsible for all work conducted in class meetings. Class attendance policy is the prerogative of the professor. Within the first week of each semester, the professor will clearly state, in writing, the attendance policies which will govern the class.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for official college business or foreseeable personal circumstances must be discussed with the professor prior to the absence and plans made for the submission of course work missed. Freshmen and students on Academic Probation are required to attend all class meetings and laboratory sessions, unless excused by the professor.

Students in danger of failing to meet standards set forth for satisfactory class work due to excessive absences will be notified by the professor, but it is the student's responsibility to be aware of absences from class. Students missing more than 25% of scheduled class meetings will not receive credit for the course.

Grading System

Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following grades are used by Gardner-Webb College:

Grading System	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A —Exceptional	1	4
B —Outstanding	1	3
C —Satisfactory	1	2
D —Marginal	1	1
F —Failing	1	0
P —Passing (Nursing 206 only)0	0
I —Incomplete	1	0
W —Withdrew without penalty0	0
WP—Withdrew passing0	0
WF—Withdrew failing	1	0

An **I** is assigned where course work is not complete because of circumstances beyond the control of the student. The student has until the mid-term grade report of the next semester to complete the course work and remove the **I**, otherwise an **F** will be automatically assigned by the Registrar's Office.

A **W** will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a **WF** or **WP** is assigned by the professor based upon the professor's assessment of the student's work to date in the course.

The last date for dropping an individual course will be four weeks after the mid-term grade report period or a date not to exceed 75% of the course. After this time the only courses which will be dropped are those which a student drops when withdrawing from school.

Quality Point Ratio

The student's general academic performance is indicated by a Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb; and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

Repeating Courses

Only a course with a grade of **D**, **F**, or **WF** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPR.

Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses that include a written project/paper which shall become part of the holdings of the Dover Library at the conclusion of the course.

Independent study is open to students with junior and senior standing and requires the approval of the professor offering the study, student's major department, and the concurrence of the Academic Dean. The proposal must be submitted and approved by the end of the semester preceding the study. No more than six hours credit in independent study may be applied toward graduation requirements.

The title for each independent study will be recorded on the student's transcript by the Registrar.

Course by Arrangement

A course by arrangement is restricted to a catalog course which is not offered by the college during a given semester, or cannot be scheduled by the student. The course might be offered to the student on a one-to-one basis. The option is limited to instances of extenuating circumstances. Approval of the professor, department chairman, and Academic Dean is required.

Examinations and Reports

Final examinations are required in every course at the end of each semester. A student who does not take the examinations at the scheduled time will receive a failing grade in that subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

Reports of the student's progress are made at mid-term and at the end of the semester. These reports are given to the student at the end of the grading period. Only the final semester grade is recorded on the student's permanent record. Grades will not be recorded if the student's account is in arrears unless satisfactory arrangements have been made with the Business Office.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are \$2 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

The Library

Gardner-Webb College considers the Dover Memorial Library to be an active and integral part of the college's academic program. The library's collections, available on open stacks, support all areas of the college curriculum with approximately 195,000 volumes, 196,000 microforms, and 10,000 audiovisual items which include recordings, videocassettes, software, films and filmstrips, maps, charts, kits, and puppets. The library subscribes to over 1,000 periodicals and serials, and is a selected depository for government documents.

In addition to its collections, the library provides numerous services to reinforce and enhance the instructional process. Open approximately 90 hours a week, the library has professional librarians available for individualized and group instruction in use of the

library and location of specific materials. Computerized searching and interlibrary loan services are available. An active audiovisual department provides materials and equipment for faculty and students. Computers and typewriters for public use are located on the main floor.

The library has numerous research and study areas with a seating capacity in excess of 450. It makes accessible seminar rooms, small study rooms, individual study carrels, an audiovisual listening/viewing room for use of non-print media, a curriculum laboratory, a Baptist curriculum materials center, and a production room.

The library houses the Special Collections room which contains the Fay Webb Gardner diaries, scrapbooks, and memorabilia and the personal library of Thomas Dixon.

Honors and Awards

Semester Honors

Two lists of honor students are posted each semester:

1. Dean's List—Students enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Quality Point Ratio, and one taking 15 hours or more must have a 3.7 or better with no grade below C.
2. Honor Roll—Students enrolled for a minimum of 12 hours and fewer than 15 must have a 3.5 Quality Point Ratio with no grade below C, and one taking 15 or more hours must have a 3.2 but less than a 3.7 with no grade below C.

Annual Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award. Senior awards are made at Commencement. Other class awards are made at the Fall Convocation.

In memory of former Professor J. D. Huggins, the late L. R. Harrill established an award to a male graduate recognized for scholarship and participation in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to a female graduate recognized for scholarship and participation in college activities.

The winners of these awards are selected by the faculty.

Graduation Honors

All students are eligible for graduation honors. A student with transfer credit is considered if the work at Gardner-Webb merits honor, but the overall Quality Point Ratio is used to determine the level of honor.

Baccalaureate degree candidates with Quality Point Ratios of 3.4 or more are graduated *Cum Laude*; those with 3.6 or more are graduated *Magna Cum Laude*; those with 3.8 or more are graduated *Summa Cum Laude*.

Associate degree students whose Quality Point Ratios are 3.2 or more are designated as Honor Students.

Retention Requirements

Retaining Membership in the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually the desire and intention to retain membership in the student body. This is done through a special form of application and involves, on the part of the college, a reevaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a reapplication fee.

Retention Standards

Standards for acceptable academic progress at Gardner-Webb College are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their level of academic achievement is falling below the level expected of students in their class. If their academic achievement should not improve, they are in danger of being suspended from the college.

Students will be placed on probation whose cumulative grade point average falls below these minimum standards.

Freshmen 0 to 29 hours	1.5
Sophomores 30 to 59 hours	1.7
Juniors 60 to 89 hours	1.9
Seniors 90 hours and above	2.0

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester on probation.

In order to be removed from academic probation, the student must bring the cumulative average up to the appropriate minimum standard. If the student fails to bring the cumulative average to a satisfactory level during the probation semester, but the semester's average is at or above the minimum required, probation will be continued for another semester.

If, at any time, while on academic probation the student's semester *and* cumulative average fall below the requirement, the student will be placed on academic suspension. The student will be suspended from the college for the next fall or spring semester. At the end of a one-semester suspension the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation. Should a second academic suspension occur, it will be for at least two semesters. After a two-semester suspension from the college, the student must submit a formal application for readmission. If granted, the student may register for classes and will be automatically placed on academic probation. If placed on suspension a third time, the student will be suspended for two semesters. Readmission requires the approval of the Admissions and Financial Aid Committee. Students suspended from college are not automatically reinstated upon reapplication. A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or suspension may do so through the office of the Academic Dean.

Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the college or participate in the public performance of such events.

Summer study at Gardner-Webb College may be used to improve one's academic standing. For purposes of assessing the student's academic standing, the summer study will be treated as an extension of the spring semester. Students who are on academic probation or suspension may not use study at another institution to improve their Gardner-Webb academic standing.

Graduation Requirements

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for Convocation attendance may be applied toward the degree. Other than this, the regulations regarding Convocation are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their final 24 semester hours at Gardner-Webb College.

A student must have a minimum grade of C on each course required in the major field.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the chosen degree program. A suggested four-semester plan is included to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final semester of study.

Application Deadlines

October 1 - Students completing course work in the fall semester.

February 1 - Students completing course work in the spring semester.

May 15 - Students completing course work in the summer sessions.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend the exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours is required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities, with at least the final 30 hours at this institution.

A student must have a minimum grade of C on each course counted toward the Major.

A student must have an overall C average on all work counted toward any Minor.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the chosen degree program. Each student must fulfill all the Basic Course Requirements as approved by the Registrar and all the requirements for the Major, Supportive Minor, and Required Minor as approved by the departmental chairman. A transfer student is expected to complete at least one-half of the Major at Gardner-Webb College. A transfer student is expected to complete at least nine hours of the Required Minor at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final semester of study.

Application Deadlines

October 1 - Students completing course work in the fall semester.

February 1 - Students completing course work in the spring semester.

May 15 - Students completing course work in the summer sessions.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Program Degrees and Requirements

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to the student majoring in communications, English, French, history, liberal arts, music, religion, social science, and Spanish. A major in biology, accounting, administrative management, management information systems, business administration, computer science, chemistry, early childhood education, health education, industrial management, intermediate education, mathematics, middle school education, nursing, physical education, or psychology leads to the Bachelor of Science degree. A Bachelor of Science degree in medical technology is awarded in conjunction with the Bowman Gray School of Medicine or the Charlotte Memorial Hospital. A special Bachelor of Science program leading to certification as a Physician Assistant is also offered in cooperation with Bowman Gray School of Medicine.

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in foreign language, science, and mathematics. The foreign language requirement for Group A is satisfied by the completion of a course numbered 202 or higher. Other language courses numbered above 202 may meet requirements. Advanced credit (6 semester hours) may be granted for French 101, 102; German 101, 102; or Spanish 101, 102 to a student who first passes a standardized test administered by the Department of Foreign Languages and Literature, thus establishing competence at the elementary level, and then completes a course at the intermediate level or above with the grade of C or better.

Developmental Program

A program of developmental studies in writing, reading, and mathematics will be required of all students who enter Gardner-Webb with background deficiencies in any or all of the above areas. Students in the developmental program may be required to take a reduced, selected course load. The courses in this program will be required in addition to the basic course requirements; however, college credit will be earned for the successful completion of all courses taken in the developmental program. Any course in the developmental program for which a D or F is received must be repeated.

Students with unsatisfactory performance in the developmental program will be subject to academic dismissal from Gardner-Webb College.

General Requirements for the Baccalaureate Degree

	Semester Hours
I. The Basic Course Requirements	40-52
II. A Major in a specified area of concentration, minimum	30
III. Supportive Minor in courses from department of major. (The Supportive Minor is optional unless required by the Major Department.)	15-18

IV. Required Minor in department(s) other than major.....	15-18
V. Electives to meet the graduation requirement of 128 semester hours	6-28
VI. Convocation.....	0-4*
Total.....	128

Basic Course Required	Semester Hours Required		
	Group A	Group B	Group C
English 101 and 102	6	6	6
History 101 and 102	6	6	6
Religion 101 and 102	6	6	6
Social Science	6	6	6
Select any 6 hours from the following: economics, History (201 and 202 preferred), geography, political science, psychology, or sociology.			
Fine Arts	3	3	3
Select from the following: Art 207, Cultural Arts 225 (required of all teacher education candidates; open to all students), Music 125, Music 226 (Music majors only), or Theatre Arts 101.			
Physical Education	2	2	2
Select from the following: Physical Education 101 and another course numbered between 102 and 206.			
Foreign Language	3-12	0	0
Select from the following: French 101, 102, 201, 202; Spanish 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202. Other language courses numbered above 202 may meet requirements. Language courses in translation are excluded. French 211 or Spanish 211 fulfills the foreign language requirement in one semester.			
Natural Science.....	8	16	8
All students must choose their first 8 hours to include Biology 101 and one of the following: Chemistry 103 or 111, Geology 101, Physics 103, 201, or 203. Other choices include: Biology 102, Chemistry 112, Geology 102, Physics 202 or 204. (Science Education 101 and 102 are required for K-4, 4-6, and 6-9 Education majors.)*			
Mathematics	3	3	3-9
Group C excludes Mathematics 101 and must include 3 hours above Mathematics 210. To complete Group C with less than 9 hours a student must complete Mathematics 219 or 221.			
Total	43-52	48	40-46

*See p. 52 for requirement.

**Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.*

Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the junior year. Registration of the intention to major with a particular department is required. A request is submitted to the chairman of the department. If the request is approved, this information is communicated to the Academic Dean.

The academic counseling of all declared majors within a department is the responsibility of the chairman. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

The student who wishes to choose a different major field of concentration must receive the joint approval of the departmental chairmen concerned.

A student may be declared to have a double major by meeting the requirements of a primary major plus 30 hours in a secondary field as approved by the departmental chairman of the secondary major. The two majors would be mutually supportive or complementary as the case may be, but no course may be counted in both majors. A student graduating with a double major would receive only one degree, that of the primary major; however, the transcript would denote the primary and secondary majors.

A Gardner-Webb College graduate may undertake another major provided the completion date of the additional major is not later than ten years after the most recent date of graduation.

A student holding a baccalaureate degree from a four-year accredited institution may enroll at Gardner-Webb College and pursue a second baccalaureate degree.

Supportive Minor, Required Minor, and Electives

The Supportive Minor consists of courses offered by the Major department.

The Supportive Minor is optional unless required by the major department. When required by the major department, the faculty adviser will direct the student in keeping with the catalog requirements. When taken as an option, the courses will be selected in consultation with the faculty adviser. In cases where the supportive minor is optional, and the student has appropriate transfer credits, the student may choose to designate up to nine hours in the supportive minor as those which are transfer credits.

The Supportive Minor cannot be in the same discipline as the major.

The Required Minor must be from a department other than the major. A minimum of nine hours of the minor must be taken from Gardner-Webb College. A Required Minor must be selected from departments which offer a designated minor. Requirements for this minor may be fulfilled by satisfactory completion of cross-discipline courses selected by the student or recommended by the major department. Advisement regarding minor requirements will be the responsibility of the department of the student's major. Consultation with the chairman of the minor is encouraged. Any deviation from catalog course requirements of a minor must be approved in advance by the chairman of the major department and the minor department and filed with the Registrar.

The student is at liberty to select electives from any field of study.

Freshmen and sophomores who are uncertain about their major field of study may follow the program listed below during their first two years.

Freshman

<i>First Semester</i>	<i>Semester Hours</i>	<i>Second Semester</i>	<i>Semester Hours</i>
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion 101	3	Religion 102	3
Convocation	<u>16</u>	Convocation	<u>17</u>

Sophomore

<i>First Semester</i>	<i>Semester Hours</i>	<i>Second Semester</i>	<i>Semester Hours</i>
Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Convocation	<u>16</u>	Convocation	<u>17</u>

Freshmen and sophomores intending to pursue a major in a scientific field not offered at Gardner-Webb, such as engineering or pharmacy, should see the Department of Mathematical Sciences and the Department of Natural Sciences.

Convocation

In keeping with the Gardner-Webb College purpose of providing a liberal arts orientation for all students in a context of Christian social, cultural, and ethical standards, a weekly Convocation with diverse programming is provided. Each student is required to attend Convocation each semester of full-time enrollment at Gardner-Webb College.

One semester hour of credit is given for two semesters of satisfactory Convocation attendance. A maximum of four semester hours credit for Convocation may be applied toward the completion of the 128 hours required for graduation.

Exemption from Convocation attendance and satisfactory Convocation attendance are determined by the Vice-President for Academic Affairs. Only in cases where an exemption has been granted can the hours that would have been gained by Convocation attendance be replaced by taking other credit hours to complete the graduation requirement. Four absences each semester are allowed without loss of credit. Excessive tardiness is penalized.

Course Descriptions

Interdepartmental Degree

The Bachelor of Arts Degree with a Major in Liberal Arts

The purpose of this interdepartmental degree program is to provide for the serious student the opportunity to achieve a diversified liberal arts education. This major should be especially attractive to those persons who seek upper level management positions in business, those who plan to pursue graduate degrees, those who are called to the ministry and wish to prepare to enter a seminary, or those who intend to work in any way with personnel and/or the public and feel the need for a broad general education in the liberal arts.

The Bachelor of Arts Degree with a major in Liberal Arts is administered by the Liberal Arts Committee which is made up of five professors appointed to advise the liberal arts majors in each of the five humanities departments—English Language, Literature, and Communications; Fine Arts; Foreign Languages and Literature; Religious Studies and Philosophy; and Social Sciences. Liberal Arts Majors will be assigned to advisers in each of the above named departments on a rotating basis.

Any deviation from the stated course requirements below must be approved by the Liberal Arts Committee.

Degree Requirements

The following outline contains all of the courses needed for the completion of this degree, including the Basic Course Requirements. All courses listed, other than the Basic Course Requirements (marked *), are considered to be courses in the major.

Outline of Courses for the Bachelor of Arts Degree with a Major in Liberal Arts

Freshman

<i>First Semester</i>	<i>Semester Hours</i>	<i>Second Semester</i>	<i>Semester Hours</i>
Liberal Arts Seminar (may be taken during the freshman or sophomore year)	3	English 102*	3
English 101*	3	Foreign Language*	3
Foreign Language*	3	History 102*	3
History 101*	3	Mathematics*	3
Religion 101*	3	Religion 102*	3
Physical Education 101*	1	Physical Education elective*	1
Convocation		Convocation	<u>1</u>
			17

Sophomore

<i>First Semester</i>	<i>Semester Hours</i>
Foreign Language* (if necessary;** or Sociology 201*).....	3
Biology 101*	4
Political Science elective*.....	3
Cultural Arts 225*.....	3
Communications 280—Speech.....	3
Convocation.....	<u>16</u>

<i>Second Semester</i>	<i>Semester Hours</i>
Foreign Language* (if necessary;** or Psychology 201*)	3
Natural Science* (Chemistry 103 or 111, Geology 101, or Physics 103, 201, or 203)	4
Geography 101.....	3
English 200—Research Methods	1
English or American Literature elective	3
Convocation	<u>1</u>
	15

*Basic Course Requirements

**Note: Foreign Language 201-202 or 211 satisfy the foreign language requirement.

Junior

<i>First Semester</i>	<i>Semester Hours</i>
Junior Liberal Arts Seminar 390	2
Communications 341—Drama	3
Mathematics.....	3
Business Administration 115	3
Psychology 201 (if not previously taken; otherwise elective)	3
Foreign Language elective.....	3
Convocation	<u>17</u>

<i>Second Semester</i>	<i>Semester Hours</i>
Management Information Systems 240 or 241; or Computer Science 210—Introduction to Computers	3
Fine Arts elective	3
Philosophy 200—Introduction to Philosophy.....	3
Religion 246—Eastern Religions	3
English or American Literature elective	3
Convocation	<u>1</u>
	16

Senior

<i>First Semester</i>	<i>Semester Hours</i>
Greek Civilization 300.....	3
Sociology 201 (if not previously taken; otherwise elective)	3
Economics elective	3
Geography 320—Environment and Man	3
Psychology elective	3
Convocation	<u>15</u>

<i>Second Semester</i>	<i>Semester Hours</i>
Senior Liberal Arts Seminar 490	3
Liberal Arts Research Project 491	3
Sociology 400—Race and Ethnic Relations	3
Elective	3
Roman Civilization 301.....	3
Convocation	<u>1</u>
	16

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

190. Liberal Arts Seminar

A course designed to introduce the student to the traditional disciplines included under the rubric "Liberal Arts" with an emphasis upon the unity of these disciplines rather than their diversity. The seminar will also focus attention upon the development of skills and attitudes which may enhance one's approach to a liberal arts education. 3-0-3.

390. Junior Liberal Arts Seminar

A course designed to correlate the diverse influences of the traditional Liberal Arts disciplines. The seminar will be based upon readings in history and literature which will provide the foundations for exploring the intersections of culture, values, and thought in a specified time period. One goal of the seminar will be to develop a research prospectus which may be used in the Senior Research Project. 2-0-2.

490. Senior Liberal Arts Seminar

A capstone course designed to complete an undergraduate's understanding of the relationships among the traditional Liberal Arts disciplines. The seminar will be based upon certain topics which will allow for wide-ranging investigation in the realms of history, literature, culture, philosophy and religion, and artistic expression. Senior Seminar 490 and Research Project 491 must be taken in the same semester. 3-0-3.

491. Liberal Arts Research Project

An independent study leading to a major research thesis on a topic chosen by the student and approved by the Liberal Arts Committee. The thesis will be presented as a scholarly paper to the Senior Seminar. The paper will become part of the holdings of the John R. Dover Memorial Library. Senior Seminar 490 and Research Project 491 must be taken in the same semester. 0-0-3.

The Broyhill School of Management

The Broyhill School of Management, successor to the Department of Business Administration and the first endowed school at Gardner-Webb College, was begun in 1981 with an endowment from the Broyhill Foundation of Lenoir, North Carolina.

The Broyhill School of Management seeks to prepare students to function effectively in society, in the business community, and in public service. Programs are designed to meet the changing needs of these communities by promoting understanding of business enterprises, economic institutions, and governmental agencies, and by providing the tools for continued professional training, problem analysis, and solution.

Students may earn the Bachelor of Science degree with majors in accounting, administrative management, business administration, industrial management, and management information systems.

Degree Requirements

The Bachelor of Science Degree with a Major in Accounting

The accounting major is designed for students preparing for careers in the areas of public accounting or managerial accounting.

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The mathematics requirements must be met by taking Mathematics 216. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR	30
Accounting 313, 314, 315, 411, 425, 435, 450; Business Administration 305, 325, 480.	
REQUIRED MINOR	15-18
A student majoring in accounting must choose a minor from any disci- pline outside of the school of management.	
SUPPORTIVE MINOR	18
A student majoring in accounting must complete a minor in business administration by completing the following courses: Business Adminis- tration 213, 214, 300, 312, 318, and Management Information Systems 240 or 241.	
ELECTIVES	6-25
Students who will sit for the CPA exam should take Accounting 470. Students who will sit for the CMA exam should take Management Infor- mation Systems 310.	
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science with a Major in Administrative Management

The administrative management major is designed to prepare students for management careers in the merchandising or service industries.

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The mathematics requirement must be met by taking Mathematics 216. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR	30
Management 316, 320, 321 or an approved programming language; Man- agement 400, 418, 425; Business Administration 318, 480; Management Information Systems 240, 307.	
REQUIRED MINOR	15-18
A student majoring in administrative management must choose a minor from any discipline outside of the school of management.	
SUPPORTIVE MINOR	18
A student majoring in administrative management must complete a minor in business administration by completing the following courses: Business Administration 213, 214, 300, 312, 325; and Management Information Systems 240, 310.	
ELECTIVES	6-25
CONVOCATION	<u>0-4</u>
TOTAL	128

The Bachelor of Science Degree with a Major in Business Administration

The business administration major is designed to allow maximum flexibility in designing a program to meet the student's career objectives. This major may be combined with another major or minor area to serve as a basis for a pre-law or pre-graduate studies program, an international business program, or may stand alone as basic preparation for a career in business.

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The mathematics requirement must be met by taking Mathematics 216. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR	30
Business Administration 213, 214, 300, 305, 312, 318, 325, 480; Man- agement 316; Management Information Systems 240.	
REQUIRED MINOR	15-18
A student majoring in business administration must choose a minor from any discipline outside of the school of management. A second major may be used to satisfy this requirement.	
ELECTIVES	24-43
CONVOCATION	<u>0-4</u>
TOTAL	128

The Bachelor of Science Degree with a Major in Industrial Management

The industrial management major is designed to prepare students for management careers in manufacturing and production oriented industries.

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The mathematics requirement must be met by taking Mathematics 216 and 219. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR	30
Management 316, 330, 400, 416, 430, 431;	
Management Information Systems 240, 340;	
Business Administration 305, 480.	
REQUIRED MINOR	15-18
A student majoring in industrial management must choose a minor from any discipline outside of the school of management.	
SUPPORTIVE MINOR	18
A student majoring in industrial management must complete a minor in business administration by completing the following courses: Business Administration 213, 214, 300, 312, 325, and Accounting 315.	
ELECTIVES	6-25
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Management Information Systems

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The mathematics requirement must be met by taking Mathematics 216. Economics 203 and 204, which are required, will satisfy the social science requirement.	
MAJOR	30
Management Information Systems 343, *351, *421, *352, *422, 371, 471, 433; Business Administration 480; and three additional management information systems courses (300 or above) are required.	
*The student must choose between Management Information Systems 351 and 421 or 352 and 422.	
REQUIRED MINOR	15-18
A student majoring in management information systems must choose a minor from any discipline outside of the school of management.	
SUPPORTIVE MINOR	18
A student majoring in management information systems must complete a minor in business administration by completing the following courses: Business Administration 213, 214, 305, 312; Management Information Systems 241; and Management 416.	
ELECTIVES	6-25
CONVOCATION	0-4
TOTAL	128

Minors offered in the school of management:

A student who is majoring in another department may complete a required minor in business administration, economics, or management information systems by completing the following courses:

Minor in Business Administration:

Business Administration 213, 214, 300, 312, 318; Management Information Systems 240.

Minor in Economics:

Economics 203, 204, 303, 304; and two additional economics courses above the 300 level.

Minor in Management Information Systems:

Management Information Systems 241, 343, 371, and two courses in an approved programming language.

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit. A grade of C or higher is required in Economics 203 and 204 and Business Administration 213 and 214. These four courses are prerequisites for upper level courses for Broyhill School majors.

Accounting

313, 314. Intermediate Accounting

The theory of accounting as applied to financial and managerial accounting. 3-0-3, 3-0-3.

315. Cost Accounting

An introduction to cost accounting; topics include job order process and standard cost methods. Offered fall semester. 3-0-3.

411. Advanced Business Law

Legal liability of accountants. Topics include Uniform Commercial Code, commercial paper, problems of tax practice, auditing responsibilities. Offered spring semester. 3-0-3.

425. Federal Income Tax

Personal income tax planning, research, and preparation. 3-0-3.

426. Federal Income Tax (Advanced)

A continuation of Accounting 425. Course includes United States regulations for corporate, partnership, estate, trust, gift, and social security taxes. Offered spring semester of even number years. 3-0-3.

435. Advanced Accounting

Accounting for partnerships, installment sales, insurance, corporate consolidations, and annuities. Prerequisite: Accounting 314. Offered fall semester. 3-0-3.

450. Auditing

Principles, techniques, procedures, and legal responsibility of auditors. Prerequisite: Accounting 314. Offered spring semester. 3-0-3.

470. CPA Practice Review

Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the Certified Public Accounting examination. Special emphasis is placed on the opinions of the Accounting Principles Board and the statements of the Financial Standards Board. Offered spring semester. 4-0-4.

Business Administration

115. Introduction to Business

An introduction to accounting, marketing, finance, economics, and management. Designed to provide non-majors and new business majors with a preview of the subject matter and job prospects in the business field. 3-0-3.

207. Typewriting

Designed to give the student a command of the keyboard and some basic skills. 3-1-3.

213, 214. Accounting Principles

Present day methods of recording, sorting, summarizing, and interpreting financial information for business enterprise. 3-0-3, 3-0-3.

300. Legal Environment of Business

The American legal system, crimes and torts, the regulation of business, contracts, personal property and bailments, and sales. 3-0-3.

305. Quantitative Methods for Business

Explores the use of quantitative methods for decision analysis. Topics include probability concepts, simple linear regression, multiple linear regression, and linear programming. Prerequisite: Mathematics 216. Offered fall semester. 3-0-3.

312. Financial Management

Principles governing financial operations and financial management of business enterprises, profit planning, liquidity versus profitability, capital budgeting, and working capital management. Offered spring semester. 3-0-3.

318. Principles of Marketing

A comprehensive analysis of the marketing system and the marketing process. Offered fall semester. 3-0-3.

325. Business Communications

Language skills for oral and written communications. 3-0-3.

395. Campus New York

New York business/ career visit enables students of business to learn how textbook theory is put into practice through direct contact with some of the nation's best-known business firms. The week-long visit also provides opportunities for investigating career possibilities. Offered spring semester. Lecture-Travel-1.

420. Internship in Business

Prerequisites: junior standing and department approval. 0-0-1 to 6 credits.

480. Senior Seminar in Business: Business Policy

A case study approach designed to apply areas of management, accounting, finance, and economics to contemporary business problems. Prerequisite: senior standing. Offered spring semester. 3-0-3.

495, 496. Independent Study

Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. 1-Independent Study-3, 1-Independent Study-3.

Management**316. Applied Management Concepts**

A systems approach to integration of theory and practice in the contemporary organization. Offered fall semester. 3-0-3.

320. Introduction to Word Processing

Introduction to the design and function of the word processing center, document preparation, storage and retrieval. Offered fall semester. 3-0-3.

321. Advanced Applications (Word Processing II)

Advanced concepts of document preparation and management of the word processing center. Offered spring semester. 3-0-3.

330. Industrial Supervision

Explores the process and techniques of accomplishing organizational objectives through others. Topics include effective use of praise and rewards, effective discipline, leadership, use of feedback, behavior modification, and human relations. Offered spring semester. 3-0-3.

400. Human Resource Management

Principles and practices regarding the recruitment, selection, development, evaluation, compensa-

tion, and proper recognition of employees within organizations. Offered spring semester. Prerequisite: Management 316. 3-0-3.

403. Human Behavior in Organizations

The application of human behavior principles common to many types of organizations, specifically, business and industry. Motivation, leadership, followership, and human problems are analyzed. 3-0-3.

416. Production and Operations Management

Explores the management concerns of cost, quality, and quantity in the production systems of manufacturing companies, material requirements, planning, break-even charts, plant location, present worth analysis, safety, job enrichment, and sequential sampling. Offered fall semester. Prerequisites: Business Administration 305 and Management 316. 3-0-3.

418. Administrative Management

Designed for students pursuing careers as managers in retailing or service industries. Topics covered include design and management of automated and traditional office systems, management information systems, records retention and disposal. Offered fall semester. Prerequisite: Management 316. 3-0-3.

422. Marketing Management

An advanced course in marketing which addresses: marketing research, policy and strategic decision-making, pricing, forecasting, and distribution channels. Offered spring semester. Prerequisites: Business Administration 318 and Mathematics 216. 3-0-3.

425. Advanced Business Communications

Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. Offered spring semester. 3-0-3.

430. Logistics for Industrial Production

Examines the coordinations of materials, personnel, and machines to achieve cost effective production. Advanced coverage of resource planning and inventory control. Offered fall semester. Prerequisite: Business Administration 305. 3-0-3.

431. Managerial Control of Industrial Production

Examines the use of responsibility centers, budgets, standards, feedback, and control over the production process. Offered spring semester. Prerequisite: Accounting 315. 3-0-3.

466. International Management

Explores the development of sound decision-making and problem-solving competencies in the analysis of international business challenges. Cultural differences and other environmental factors receive special emphasis. Offered spring semester even numbered years. Prerequisite: Management 400. 3-0-3.

Management Information Systems

240. Microcomputer Applications

This course explores the role of the personal computer in industry. The importance of software is reviewed with hands-on use of prepackaged business software featuring keyboard skill, word processing, data base, business graphics, and spread sheet analysis. 3-1-3.

241. Introduction to Computer-Based Systems

An introduction to computers and data processing taught as a general education course for all students. 3-0-3.

307. Office Automation Technology and Concepts

An examination of the office as a center of business activity. Topics include operational logistics, decision support, and the impact of automation on the office environment. Emphasis is placed on word processing and Teleprocessing. Offered spring semester. Prerequisite: Management Information Systems 240 or 241. 3-0-3.

310. Accounting Applications in EDP Systems

A course designed to introduce the student to accounting systems design in a computer environment.

Offered spring semester. Prerequisites: Business Administration 214 and Management Information Systems 240 or 241. 2-2-3.

340. Decision Support Systems

Theoretical concepts will be applied to real-world situations with an analysis of examples from specific organizations. Emphasis is placed on spread sheet analysis. Offered spring semester. Prerequisite: Management Information Systems 241. 3-0-3.

343. Systems Analysis Methods

An overview of the systems development life cycle with emphasis on techniques, tools of system documentation, and logical system specification. Offered fall semester. Prerequisite: Management Information Systems 240 or 241. 3-0-3.

351. Application Program Development in RPG*

A beginning computer problem-solving and programming course using RPG as the vehicle language. Offered fall semester. Prerequisite: Management Information Systems 240 or 241. 2-2-3.

352. Application Program Development in COBOL*

A beginning computer problem-solving and programming course using COBOL as the vehicle language. Offered fall semester. Prerequisite: Management Information Systems 240 or 241. 2-2-3

371. Structured Systems Analysis and Design

Advanced coverage of the strategies and techniques of structured systems development with emphasis on micro-computers and their operating systems. Offered spring semester. Prerequisite: Management Information Systems 240 or 241. 2-2-3.

405. Distributed Data Processing

An examination of the features and impact of distributed systems in the business enterprise. Offered spring semester. Prerequisite: Management Information Systems 351 or 352. 3-0-3.

421. Advanced Application Program in RPG*

An advanced computer problem-solving and programming course using RPG II. Offered spring semester. Prerequisite: Management Information Systems 351. 2-2-3.

422. Advanced Application Program Development in COBOL*

An advanced computer problem-solving and programming course using COBOL. Offered spring semester. Prerequisite: Management Information Systems 352. 2-2-3.

Note: The student must choose either Management Information Systems 351 and 421, or Management Information Systems 352 and 422.

432. Information Systems Planning*

An introduction to the financial, technical, and strategic information systems process. The course will cover development of information systems. Offered fall semester. Prerequisite: Management Information Systems 351 or 352. 3-0-3.

433. Database Program Development*

A course emphasizing software design and programming in a database environment. Offered fall semester even-numbered years. Prerequisite: Management Information Systems 351 or 352. 2-2-3.

434. Advanced Database Concepts*

An in-depth investigation of data modeling, system development, and data administration in a database environment. Includes a study of QDMS (Database Management System for mainframe computers). Offered spring semester odd numbered years. Prerequisite: Management Information Systems 433. 3-0-3.

471. Applied Software Development Project*

A capstone systems course integrating the knowledge and capabilities gained through the other computer-related courses in the curriculum within a comprehensive system development project. Prerequisite: consent of instructor. 3-0-3.

*Data Processing Fee Required

Economics

201. Free Enterprise

Explores the economic implications, history, and philosophy of the free enterprise system. Individual unit performance and total economic performances are examined. For non-business and beginning business majors. Offered spring semester even numbered years. 3-0-3.

203. Principles of Economics I

Study of basic economic concepts, national income theory, money and banking, and the business cycle. 3-0-3.

204. Principles of Economics II

Study of microeconomic concepts, price theory, behavior of the firm, market structure, and income distribution. Prerequisite: Economics 203. 3-0-3.

301. Money and Banking

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. Offered fall semester. 3-0-3.

303. Intermediate Microeconomics

Topics include microeconomic analysis, utility and price theory, resource allocation for optimization. Offered fall semester. Prerequisites: Economics 203 and 204. 3-0-3.

304. Intermediate Macroeconomics

Topics include analysis of economic aggregates, national income and production, GNP, unemployment, and inflation, with an emphasis on economic forecasting as a basis for business planning. Offered spring semester. Prerequisite: Economics 204. 3-0-3.

311. Labor Economics

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. Offered spring semester. 3-0-3.

420. Investments

Investment goals, strategies, and policies for individual investors are examined. Relationships of security investments to capital formation, changing rates of interest and price levels, inflation and the rates of interest and price levels, inflation, and the business cycle are also examined. Offered fall semester odd numbered years. Prerequisite: Finance 312 or consent of the instructor. 3-0-3.

440. Public Finance

Examination of revenues and expenditures of governmental units, public credit, taxation, and fiscal policy. Offered fall semester even numbered years. Prerequisite: Economics 304. 3-0-3.

450. International Economics

A study of the history and theory of international trade and finance. Topics include balance of payments, foreign exchange rates, capital movements, and monetary reforms. Offered spring semester odd numbered years. Prerequisite: Economics 204. 3-0-3.

480. Contemporary Economic Problems

A seminar reviewing basic economic principles and examining contemporary economic problems confronting business organizations. 3-0-3.

Davis School of Nursing

The Davis School of Nursing offers two types of nursing programs. The lower division program provides a course of study leading to an Associate of Arts degree and the upper division program, designed for registered nurses, leads to a Bachelor of Science in Nursing degree.

Graduates of the Associate of Arts degree program are eligible to take the examination for licensure as a registered nurse and may also apply for entrance into the upper division Bachelor of Science in Nursing degree program. The upper division baccalaureate program prepares registered nurses to practice professional nursing in a variety of settings and provides the foundation for graduate study in nursing.

The associate degree nursing program is offered at Gardner-Webb College, Boiling Springs, North Carolina. It accommodates both boarding and commuting students.

The Bachelor of Science in Nursing program is offered at two campus sites. The Gardner-Webb College, Boiling Springs campus accommodates both boarding and commuting students. The Statesville campus located in Statesville, North Carolina, accommodates commuting students only.

Philosophy

The Davis School of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty believes that the Christian, liberal arts philosophy of the college not only contributes to the total development of the student in nursing but also serves as a frame of reference supporting a commitment to the values that give meaning to life with emphasis on a Christian holistic view of man as a unique and valued individual, having worth and dignity. Man may also be viewed as a part of the hierarchy of subsystems consisting of individuals, families, and groups within larger societal systems.

Health is viewed by the faculty as a complex state of physical, psychosocial and spiritual well-being. This state is constantly changing due to man's adaptive response to environmental effects. Health is not merely the absence of illness, but is seen as being on a continuum ranging from high-level wellness to extreme illness with death imminent.

The faculty believes that nursing is a health service to individuals or groups, ill or well, the focus of which is on helping clients to enhance their quality of life through the preventive, restorative, and rehabilitative activities of nursing practice. The purpose of nursing is to help clients live in concert with their environment. Therefore, nursing concerns itself with those various activities involved in health promotion and maintenance and adaptation or modification to changes in man's environment.

Nursing covers a wide range of activities that begin with simple nurturing tasks based on common knowledge and then progress to increasingly complex responsibilities requiring critical decision making. To meet this broad spectrum of activities, a corresponding range of nursing roles is required. Nursing education programs, which range from the vocational to doctoral level, and differ in purposes and length, must prepare nurses for these various roles.

Learning is a continuous process that occurs within the learner with the teacher acting as facilitator. The teacher provides opportunities for learning and directs the student toward self learning. Collaboratively, the teacher and learner plan experiences and share knowledge. The educational process is dynamic with new knowledge actively encouraged. Since learning is a continuous process, individuals may elect to change their career and personal goals at different points in their lives. Therefore, educational opportunities should exist to accommodate the changing goals and learning needs of students. Teaching/learning methodologies appropriate to the individual should be recognized in order to facilitate learning.

The Davis School of Nursing offers nursing education at the technical and professional levels. The programs are based on the premise that society has many health needs which must be met by health care providers with varying levels of expertise.

The Davis School of Nursing incorporates in its philosophy the provision of nursing education which will culminate in quality health care of individuals, families, or other groups in acute, extended, and community settings. The school is further committed to assisting students in attaining personal achievement and growth.

Associate of Arts Degree Program (Lower Division)

The faculty subscribes to the general philosophy of the Davis School of Nursing which reflects beliefs relating to the concepts of the individual, nursing, learning, and the Christian nature of the college as it influences the study of nursing.

Associate degree nursing education brings together faculty and students who have common goals of teaching and learning which culminate in quality nursing care for clients. Students are guided in the understanding and application of basic scientific principles as they relate to nursing, self, and others. The faculty further believes that the acquisition and use of knowledge are influenced by personal differences, motivation, and readiness. It is believed that a quality beginning-level practitioner can be prepared through associate degree nursing education offered by an institution of higher learning.

The associate degree nurse fulfills an important role within the scope of nursing practice and is a member within the health care team. Functioning as a member of the health care team, he/she utilizes the concept of Maslow's Hierarchy of Needs as a structural framework for implementing the nursing process to provide quality care to individuals in secondary health care settings such as acute or extended care facilities. The associate degree nurse is able to care for clients with common, well-defined health problems, administering care through the identified roles of care provider, client teacher, communicator, and manager of client care.

The associate degree nurse is accountable for his or her nursing practice and recognizes the importance of maintaining a current knowledge of nursing practice, trends, and issues which affect nursing. The graduate acquires and redefines skills as made necessary by social and technological change. The faculty agrees that the graduate of the program should be a responsible, contributing member of the health care system.

The curriculum of the associate degree nursing program at Gardner-Webb College is designed to prepare the student at the technical level:

1. To utilize facts and principles of physical, biological, and behavioral sciences as a foundation for nursing;
2. To utilize the nursing process, to provide nursing care to clients with common, recurring health problems, and to assist individuals in promotion and maintenance of wellness.
3. To employ Maslow's Hierarchy of Needs as a framework for implementing the nursing process in client care;
4. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships;
5. To recognize present, emergent, and changing concepts of legal, moral, and social responsibilities of the nurse/client;
6. To describe the role of the associate degree nurse and his/her function in the ever changing health care system.

Student clinical learning experiences are provided by Cleveland Memorial Hospital, Shelby; Rutherford Hospital, Rutherfordton; Gaston Memorial Hospital, Gastonia; Broughton Hospital, Morganton, North Carolina, and other selected health agencies. The

program enables the student to complete in approximately two years a course of study which leads to the Associate of Arts degree. Upon satisfactory completion of the curriculum, the graduate is eligible to write the NCLEX Examination for licensure as a Registered Nurse.

Accreditation of the Associate Degree Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

Admission to the Associate Degree Nursing Program

A nursing class is admitted once a year in the fall semester. Students will be considered for admission to the associate degree nursing program after they have been admitted to Gardner-Webb College. The Nursing Admissions Committee considers various criteria in the admissions process, seeks to recommend the most appropriate course of action for the student, and makes the final decision regarding admission to the program. The faculty seeks to assure that students be as well prepared as possible before entering the program and is committed to helping each student attempt to reach his/her potential in nursing.

Admission Criteria

1. Graduation from an accredited high school or equivalent. High school transcript showing date of graduation or equivalent documentation must be submitted.
2. In addition to college admission requirements, satisfactory performance in high school, or equivalent courses in biology and algebra, are recommended for entry into the program. A basic high school or college chemistry course must be completed with a C or better before beginning nursing courses. For students who anticipate applying to the upper division major in nursing at Gardner-Webb College, Chemistry 103 is recommended.
3. High school class rank of upper one-third.
4. SAT preferred, with a combined score of 750 or above.
5. Evidence of 2.0/C average on all post-secondary academic work.
6. Satisfactory completion of placement tests in reading, mathematics, and English for students transferring less than thirty semester hours.
7. Good physical and mental health as documented on the health form provided by the college.
8. Favorable references.
9. Interview recommended.
10. Licensed practical nurses must submit a photocopy of their current nursing license.

Individual consideration regarding admission criteria may be given if circumstances warrant such action, after official application has been made to the college and to the nursing program.

Advanced Placement

1. Transcripts and advanced placement credit are evaluated by the Admissions Office. Nursing courses are evaluated for transfer on an individual basis.
2. Challenge examinations for at least nine hours of nursing credit are available for licensed practical nurses and other qualified applicants. The examination is normally scheduled for spring of each year.

Policies and practices regarding admission, transfer, advanced placement, progressions, and graduation may be obtained by contacting the Director of the ADN Program, Gardner-Webb College.

Degree Requirements

The Associate of Arts Degree Semester Hours

BASIC COURSE REQUIREMENTS	30
English 101 and 102 are required. Either Religion 101 or 102 must be completed. Psychology 201, 206, and Sociology 201 or 203 are required from the social sciences. Physical Education 101 or other physical education activity course is required. Biology 105, 203, and 204 are required.	
MAJOR	37
The student is required to complete the following: Nursing 101, 111, 112, 102, 103, 201, 202, 203, 204, and 290.	
CONVOCATION	0.2
TOTAL	67-69*

*In certain situations, provided all course requirements have been satisfied, the graduation requirement may be met with 64 semester hours.

Listed below is an example of a course format for the full-time student.

Semester		Semester	
Hours		Hours	
Fall	Credit	Spring	Credit
Biology 203*	4	Biology 204*	4
Psychology 201*	3	Psychology 206**	3
Nursing 101	6	Nursing 102	4
Nursing 111	1	Nursing 201 or 203	4
Nursing 112	2	Physical Education	1
	16		16
Summer School			
English 101	3		
Biology 105	3		
	6		
Fall		Spring	
Sociology 201 or 203	3	Religion 101 or 102	3
Nursing 201 or 203	4	Nursing 103 or 202	4
Nursing 103 or 202	4	Nursing 204	5
English 102	3	Nursing 290	3
	14		15

Notes: *Pre- or co-requisite to first year nursing courses; **pre- or co-requisite to Nursing 202 and 203.

Because the length of the nursing courses does not always correspond to regular semester courses, any withdrawal from a nursing course must be completed prior to the midpoint of the course.

Progression and Graduation Requirements

The student must make a minimum grade of C and perform satisfactorily in the clinical

area in all nursing courses. Satisfactory completion of the clinical component of Nursing 101 includes demonstration of competence in drug calculations. One nursing course can be repeated one time only with permission of the faculty. A total of two unsatisfactory grades in nursing courses (D or F) will result in dismissal from the program.

A minimum grade of C is required in all science courses (Biology 105, 203, 204) before entering the sophomore year. A science course may be repeated only once. Appeals for special consideration must be submitted in writing to the Review and Evaluation Committee of the ADN program.

A cumulative grade point average of 2.0 is required before entering the nursing courses taught in the second year. The nursing faculty reserves the right to dismiss from the program any student who fails to meet academic and/or non-academic criteria, including behavioral, ethical, clinical, and health standards. Dismissal may occur at any point in a course or in the program if it is determined that the student's continuation may jeopardize patient safety.

Bachelor of Science In Nursing Degree Program (Upper Division)

The philosophy of the baccalaureate program evolves from that of Gardner-Webb College and the overall philosophy of the Davis School of Nursing which embodies beliefs about man, society, health, nursing, and education. It is upon these beliefs that the purposes, objectives, and curriculum of the baccalaureate program are based.

In the Bachelor of Science in Nursing program, man is viewed as an individual client system that cannot be separated from his environment or social context. Man cannot be isolated from his environment but must learn to coexist with his environment. The individual is also an integral part of the other components of the larger social system: families, neighborhoods, groups, and communities that are interdependent and which likewise may be influenced by changes in the environment.

Health of individuals, families, groups, and/or communities involves a process of interaction with an ever changing environment. Due to various adaptive responses, the concepts of health promotion and maintenance, health restoration, and rehabilitation are viewed as being on the health continuum. Health promotion and maintenance refer to various states of wellness. Health restoration and rehabilitation refer to various states of illness, both acute and chronic. Therefore, health care is directed toward maximizing the potential of the client systems within the environment where they are functioning.

Within the Bachelor of Science program, a resocialization (role socialization) process from technical to professional nursing occurs. The practice of professional nursing expands to the nursing care of various clients from diverse and multicultural populations throughout the life cycle in health promotion and maintenance, health restoration, and rehabilitation. Professional nursing contributes to enhancing the quality of health for various client systems through deliberate and systematic utilization of the nursing process. The practice of professional nursing is substantiated by nursing theories and concepts through research findings and the synthesis of knowledge from the physical and behavioral sciences and humanities. To assist the professional nurse in making sound decisions, a broad knowledge relating to the legal, ethical, political, and social context of nursing and the health care delivery system is essential.

The professional nurse functions as a leader and member of the health care team. He/she collaborates with client systems in planning and directing nursing care while at the same time collaborating with other health care professionals in planning overall health care needs. The professional nurse assumes shared accountability for the quality, cost, and direction of health care in our society as well as professional and personal responsibility, and accountability in the practice of nursing.

The Bachelor of Science in Nursing program provides a broad background in the arts

and sciences, in nursing knowledge based on nursing theory and research, and in clinical skills which will equip nurses to make independent judgements and critical decisions necessary in a complex health care system.

The faculty views the registered nurse student as a self-directed adult learner with 1) a previous knowledge and experience base, and 2) individualized needs and career goals. Therefore, maximum flexibility must be incorporated into the program to accommodate the registered nurse learner. Teaching/learning methodologies focus on the following approaches: a) student-centered instruction, b) problem-solving or discovery learning, c) self-directed or independent learning, d) learning acquired by doing, and e) self-evaluation. Responsibility for continued life-long learning is also strongly emphasized.

The purposes of the Bachelor of Science in Nursing program are as follows:

1. To provide technical nurses with an entry point into professional nursing education;
2. To provide an upper division major in nursing;
3. To prepare a generalist who can deliver professional nursing care in a variety of settings;
4. To prepare a nurse accountable to the profession and society;
5. To provide the foundation for graduate education in nursing.

The curriculum of the Bachelor of Science in Nursing program is designed to prepare a professional nurse who will:

1. assess health status and health potential, plan, implement, and evaluate nursing care of individual, family, and community systems;
2. improve service to the client by continually evaluating the effectiveness of nursing intervention and revising it accordingly;
3. accept individual responsibility and accountability for the choice of nursing intervention and its outcome;
4. work with other disciplines in meeting the total health care needs of the client;
5. evaluate research for the applicability of its findings to nursing actions;
6. use nursing practice as a means of gathering data for refining and extending that practice;
7. actively involve others in meeting health needs and nursing goals;
8. collaborate with colleagues and citizens on the interdisciplinary health team to promote the health and welfare of people;
9. participate in identifying and effecting needed change to improve delivery within specific health care systems;
10. participate in identifying community and societal health needs and in designing nursing roles to meet these needs;
11. utilize nursing and other relevant theory in making decisions on nursing practice;
12. synthesize theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory and practice.

The Bachelor of Science in Nursing program is offered by Gardner-Webb College at the following two locales:

Davis School of Nursing
Gardner-Webb College Campus
Boiling Springs, North Carolina 28017
Phone - (704) 434-2361

Davis School of Nursing
Statesville Campus
704 Cherry Street
Post Office Box 908
Statesville, North Carolina 28677
Phone - (704) 872-3664

Admission to the Bachelor of Science in Nursing Program

1. General admission to Gardner-Webb College: Students applying for admission to the BSN program must first apply for general admission to Gardner-Webb College. For information on general admission policies refer to the College Catalog sections entitled Requirements, Conditions for Acceptance, Advanced Standing, Readmission of Former Students, Advanced Placement.
2. Specific admission to the BSN program: Application for admission to the BSN program may be obtained by writing:
 - A. for Gardner-Webb Campus
Director, BSN Program
Davis School of Nursing
Gardner-Webb College
Boiling Springs, North Carolina 28017
 - B. for Statesville Campus
Director, BSN Program
Davis School of Nursing
704 Cherry Street
Post Office Box 908
Statesville, North Carolina 28677
3. Applications to the BSN program are accepted for any academic semester.
4. Final decisions on admission to the BSN program are made by the Chairman, Davis School of Nursing.

Prerequisites for Admission

1. Current registered nurse licensure in North Carolina. A photocopy of license must be submitted with the nursing application.
2. Graduates of associate degree or diploma programs with a temporary North Carolina license may be admitted pending licensing results. A photocopy of license must be submitted with the nursing application.
3. Applicant must be a graduate of a state approved associate degree or diploma nursing program.
4. Transcripts from all previously attended institutions must be requested by the applicant and submitted to the Admissions Office, Gardner-Webb College.
- **5. Overall cumulative grade point average of 2.5 or better in all previous subjects taken.
6. A cumulative grade point average of 2.5 or better in lower division nursing courses.
7. Applicant must give evidence of current nursing clinical practice within the past five years. This may include:
 - A. Graduation from a school of nursing.
 - B. One year of satisfactory work experience within the last five years.
 - C. Completion of a nursing refresher course or an acceptable equivalent.
8. Two reference forms provided by the Davis School of Nursing must be completed by two persons familiar with applicant's nursing knowledge and clinical competence. One form should be completed by a present or recent employer, or by an instructor if the applicant is a recent graduate.
9. A student health record provided by the Davis School of Nursing must be completed by a physician. The applicant must be in a good state of health and able to carry out the functions of a professional nurse.
10. Completion of the following lower division courses:
 - English 101 and 102 (6 credit hours)
 - *College level mathematics (3 credit hours)
 - Religion 101 or 102 (3 credit hours)

Physical Education (1 credit hour)
Sociology 201 or 203 (3 credit hours)
Psychology 201 and 206 (6 credit hours)
Biology 105 (4 credit hours)
Biology 203 and 204 (8 credit hours)
*Chemistry 103 (4 credit hours)

Lower Division Nursing (minimum of 25 hours and maximum of 37 hours accepted. Up to 37 credit hours may transfer from ADN program - twenty-five of the 37 hours apply directly as basic to baccalaureate nursing courses; the remaining hours are counted as lower division nursing elective hours. Twenty-five credit hours may be granted by successful completion of select nursing exams.)

*These courses are not currently required in the associate degree nursing program at Gardner-Webb College. For students who elect to continue in college and work toward the Bachelor of Science in Nursing degree, it is recommended that these courses be completed prior to beginning the upper division. However, an individual may register for these courses during his/her upper division level coursework provided individual course pre- or co-requisites are met.

11. An applicant may be admitted to the BSN program on either a full or a provisional admission status. An applicant granted full admission status has met all the prerequisites for full admission. An applicant not meeting all the prerequisites for admission may be provisionally admitted to the program. Requests for exemptions from QPR or other admission requirements, supported by evidence of extenuating circumstances, will be considered by the Chairman of the Davis School of Nursing, after official applications for admission to Gardner-Webb College and to the Davis School of Nursing have been filed. Considerations for exemptions may be based on such things as: a) the applicant's experience and work performance since graduation; b) academic records since graduation; c) the applicant's motivation to continue career education; d) written statement submitted by the applicant regarding long and short term goals and anticipated changes in the concept of nursing as a result of this educational experience; e) previous course work related to degree requirements.
12. An applicant will be notified of acceptance for admission to the BSN program. The applicant then has 15 days to send a letter to the Davis School of Nursing signifying acceptance of a space in the program.

****Note:** All grades and quality point ratios will be based on a 4.0 scale.

Transfer Credits

1. Transcripts from all nursing programs and from other college courses must be requested by the applicant and submitted to Gardner-Webb College for evaluation.
2. All transfer credit evaluations must be approved by the Chairman, Davis School of Nursing.
3. Credit for non-nursing courses from accredited colleges and universities may transfer. Credit from certain technical colleges or institutions may be awarded on a provisional basis following the evaluation of each course taken. The course *must be* comparable to courses offered through Gardner-Webb College. In order to change provisional to full transfer credit, a student must demonstrate mastery at the next academic level by the completion of a minimum of 12 semester hours through Gardner-Webb College in which a grade of 2.0 (C) or higher is obtained for each course.
4. Nursing credits are evaluated on an individual basis. Graduates of a state approved

associate degree program comparable to the Gardner-Webb College associate degree program may receive transfer credit for lower division nursing courses. Twenty-five of these hours apply directly as basic to baccalaureate nursing courses; the remaining hours are counted as lower division nursing elective hours. No transfer credit will be awarded for licensed practical or vocational nursing courses.

5. A BSN applicant must have a minimum grade of 2.0 (C) in the following courses in order to have these courses evaluated for transfer credit:

- Biology 105
- Biology 203
- Biology 204
- Chemistry 103
- English 101
- English 102

6. A minimum grade of 2.0 (C) must be achieved in all upper division courses in order to have these courses evaluated for transfer credit.

NOTE: Before a bachelor's degree from Gardner-Webb College can be conferred, at least 64 semester hours of credit must be obtained through a senior college with the last 30 hours being taken through Gardner-Webb College.

Advanced Placement*

1. Advanced placement credit for non-nursing courses may be earned through CLEP exams, departmental challenge exams and other selected tests.

- a. *CLEP Exams*: Refer to *Admissions* section of the College Catalog.

- b. *NLN Exams*:

- (1) Credit will be awarded for anatomy and physiology and microbiology exams provided a score in the 45th percentile or higher is achieved.

A student who fails the NLN anatomy and physiology and/or microbiology exam will be provided an opportunity to study independently in the areas of weakness. The student may retake the NLN exam to determine achievement in those areas. If achievement has been demonstrated, the student will receive credit on a "pass/fail" basis. Each exam may be repeated one time only.

- (2) Credit will be awarded for anatomy and physiology and microbiology exams taken provided the student:

- (a) presents evidence of a score in the 45th percentile or higher on each exam (copy of the results of these NLN exams must have the official school seal on the report of scores).

- (b) assumes responsibility for requesting the report and assures that it is mailed directly to the Director, BSN Program, Davis School of Nursing.

2. Graduates of diploma schools of nursing or individuals who are not eligible to receive lower division transfer credit may earn a maximum of 37 hours nursing credit depending upon the results of selected tests. Twenty-five of these hours apply directly as basic to baccalaureate nursing courses; the remaining hours are counted as lower division nursing elective hours.

Nursing Validation Exams: ACT-PEP exams and a clinical examination will be administered to individuals who are not eligible to receive lower division nursing transfer credit. Following the successful completion of the nursing series of ACT-PEP exams and the clinical exam, the individual will be awarded 25 semester hours nursing credit. These credits are earned on a "pass/fail" basis and will not affect calculation of the quality point ratio. Graduates accepted on a provisional basis pending successful completion of the nursing challenge exams have a time limit of one and one-half years in which to complete the testing.

a. *ACT-PEP Exams:*

- (1) Exams to be taken are:
 - (a) Maternal-Child Nursing, Associate Degree
Test Number 453
 - (b) Adult Nursing
Test Number 554
 - (c) Psychiatric-Mental Health Nursing
Test Number 503
- (2) A minimum score of 45 must be achieved on each test in order for credit to be awarded.
- (3) An examination may be repeated one time *only*. Sixty days must pass before repeating the exam.
- (4) Applicants are responsible for payment of fees associated with the ACT-PEP exams.
- (5) The specific exams must be taken *prior* to enrollment in any upper division nursing courses.
- (6) Scores will be individually evaluated for applicability to transfer credit for those applicants who have previously completed any of the three specific ACT-PEP exams.
- (7) Lower division credit will not be awarded for completion of other types of nursing examinations.

b. *Clinical Examination:*

- (1) This examination may be taken only after successful completion of the ACT-PEP exams.
 - (2) This examination evaluates the student's ability to assess, plan, implement and evaluate nursing care in a simulated clinical environment.
 - (3) An applicant may repeat this examination one time *only*.
 - (4) No charge is associated with the clinical examination.
 - (5) Additional information relating to the clinical examination may be obtained from the Davis School of Nursing.
3. Advanced credit in upper division nursing courses may be earned through departmental challenge exams. Requests for challenge will be evaluated on an individual basis after a student has submitted in writing that he/she has the necessary knowledge and experience to meet successfully the course objectives. Challenge examinations for a course may be given only with the consent of the Director of the BSN Program and the course instructor. The following nursing courses may *not* be challenged: Nursing 300, 301, 405 and nursing electives. At the present time, a student may challenge only Nursing 302 - Health Assessment. The other clinical nursing courses are under review for potential challenge in the near future.

*Advanced placement may not be credited until a student is accepted in the nursing program.

In keeping with college policy, credits earned through advanced placement testing will be interpreted as credits earned through Gardner-Webb College. The rationale being that content of the exam has been determined to be similar in content to courses offered through Gardner-Webb College and the student has earned the credits by exam.

Consult the Director, BSN Program, for further information regarding Advanced Placement.

Degree Requirements

The Bachelor of Science in Nursing Degree

Semester
Hours

1. LOWER DIVISION COURSES:

May be completed through Gardner-Webb's associate degree nursing program or transfer from another educational institution according to Gardner-Webb College policies for transfer credit.

BASIC COURSE REQUIREMENTS (Group B) 38

English 101 and 102 are required. Either Religion 101 or 102 must be completed. Psychology 201, 206 and Sociology 201 or 203 are required for social sciences. One physical education activity course must be completed (Physical Education 101 is recommended). Biology 105, 203, 204, and Chemistry 103 or similar courses are required for natural science. Three hours of mathematics at level 101 or higher are required.

MAJOR 25

Lower division nursing credits required as foundation courses to the upper division nursing major total 25 hours. These 25 hours may be taken through Gardner-Webb's associate degree program or they may be awarded by transfer credit or validation testing according to college and Davis School of Nursing policy.

ELECTIVES 0-1

Hours *above* the 25 hours required for the nursing foundation courses that are basic to the upper division nursing courses are counted as electives.

CONVOCATION 0-2

TOTAL 64

Semester
Hours

11. UPPER DIVISION COURSES:

BASIC COURSE REQUIREMENTS 13

The student is required to choose *one* of the following history courses: History 101, 102, 201, 202, or 319 and *one* of the following political science courses: Political Science 201 or 202. Students may select one of the following fine arts courses: Art 207, Cultural Arts 225, or Music 125. Physical education one hour activity course is required. Students may choose *one* of the following religion courses: Religion 101, 102 or 341.

MAJOR 30

The student is required to complete the following: Nursing 300, 301, 302, 303, 401, 402, 403, 405, and 4 hours of nursing electives at the 300 or 400 level.

REQUIRED MINOR 15-18

The required minor is a Cross-Discipline minor. Students are required to take statistics (Psychology 396 is recommended), Management 403 (or similar course), Sociology 340, Biology 303, 335, and Chemistry 305. The three natural science courses required in the minor may also count toward hours for the natural science basic course requirements. Minimum of 2.0 (C) must be achieved in each course in the required minor.

ELECTIVES	3-6
CONVOCATION	<u>0-2</u>
TOTAL	64-66

Listed below is an example of a course format for the full-time student at Gardner-Webb.

Third Year

	<i>Semester Hours</i>		<i>Semester Hours</i>
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
Biology 335	3	Chemistry 305	3
Psychology 396	3	Biology 303	3
Fine Arts*	3	Nursing 303	4
Nursing 300	2	Religion	3
Nursing 301	2	Physical Education	1
Nursing 302	<u>4</u>	Nursing Elective**	<u>2</u>
	17		16

Fourth Year

<i>Fall</i>		<i>Spring</i>	
Management 403	3	Nursing 402	4
Sociology 340	3	Nursing 403	4
Political Science	3	Nursing Elective**	2
Nursing 401	4	History	3
Nursing 405**	<u>2</u>	Elective	<u>3</u>
	15		16

*A student enrolling in Chemistry 103 in the fall of the junior year would take fine arts in the fall of the senior year.

**Nursing 405 may be taken either spring of junior year *or* during the senior year.

NOTE: Various course formats are possible. Consult the Director, BSN Program or a faculty member for additional information.

Continuation and Graduation Policies

Students Admitted Under Provisional Status

1. An applicant may be admitted provisionally without having met all lower division requirements, but must meet them prior to enrolling in upper division nursing courses.
2. *R.N. Applicants*
 - A. An R.N. applicant who has received academic credit for lower division nursing, may enroll in Nursing 300, Nursing 301, Nursing 302, other non-clinical nursing courses, and non-nursing courses.
 - B. The Director of the Bachelor of Science in Nursing Program must be notified as soon as possible after a student has received results from the NCLEX. An R.N. applicant who fails the NCLEX must retake the exam on the next available test date and will not be eligible to enroll in additional nursing courses until the NCLEX is passed.

A student who fails the NCLEX on the second writing will be dismissed from the program. The student may reapply for admission after successful completion of the NCLEX and a minimum of one year of clinical experience.

3. *Overall QPR Below 2.5.* Students who are provisionally admitted with an overall QPR below 2.5 must obtain a minimum grade of 2.0 in each course constituting the first fifteen (15) semester hours of study applicable to either the lower or upper division nursing program requirements. In addition to obtaining a minimum grade of 2.0 in each course, an overall QPR of 2.5 must be earned for these 15 semester hours in order to be removed from provisional status. If these requirements are not met, the student must withdraw from the program.
4. Graduates accepted on a provisional basis pending successful completion of the nursing validation exam have a time limit of one and one-half years in which to complete testing.

Course Sequence

1. Students must comply with all pre-requisites and co-requisites that are listed for each course.
2. Students must complete lower division nursing courses before enrolling in any upper division nursing courses.
3. Requirements for anatomy and physiology (Biology 203 and 204) must be satisfied prior to enrolling in pathophysiology (Biology 335).
4. Students will consult with assigned academic advisers prior to registration each semester.

Health Status

1. Each student must submit a completed departmental health form for each academic year of enrollment in nursing courses.

Time Requirements

1. Once lower division requirements have been met, a student may complete the program on a full-time basis in approximately two years.
2. The baccalaureate nursing program must be completed within six years after the achievement of full admission status.

Grading Requirements

1. A student must achieve a minimum grade of 2.0 (C) in all upper division nursing courses. On a basis of 100%, grades in the Davis School of Nursing are determined as follows:
 - A = 94-100
 - B = 86-93
 - C = 78-85
 - D = 70-77
 - F = Below 70
2. In all nursing courses that have a clinical component, a student must obtain a minimum grade of 2.0 (C) for both didactic and clinical segments in order to pass the course.
3. *Course Failure.* A student may petition in writing the Director of the Baccalaureate Nursing Program for permission to repeat a course, but no course may be repeated more than once, and no more than a total of two courses may be repeated. A student must enroll in the failed course the next time it is offered.

Readmission

1. Once admitted to the BSN program, a student must register for at least one course

during each fall and spring semester at Gardner-Webb College to keep the student's file active. If a student does not register for a course or withdraws during the semester, the file becomes inactive and the student must then formally reapply to the college and to the BSN program for readmission. It is recommended that this be done during the first half of the academic semester which precedes the semester he/she plans to return.

2. A student who must leave the program for any reason is requested to submit to the Director of the Baccalaureate Program a letter which includes:

- a. reason for leaving

- b. indication of semester in which the student intends to apply for readmission.

Readmission of a student will depend on the student's past performance in the program, reason(s) for interruption of the student's progress, evaluation by the nursing faculty as to how well the student can benefit from readmission, a minimum QPR of 2.0 or above, and available space. Other requirements, such as a physician's statement, may be necessary in special situations.

Taking Courses at Other Institutions

Once accepted for admission to Gardner-Webb College, a student wishing to enroll in a lower or upper division equivalent course at another institution must obtain prior approval from the Registrar, Department Chairman, and Faculty Adviser (refer to College Catalog).

Student Status

It is the responsibility of the student to keep his/her status current by advisement with nursing faculty.

Dismissal

The nursing faculty reserves the right to dismiss from the program any student who fails to meet academic and/or non-academic criteria, including behavioral, ethical, clinical, and health standards. Dismissal may occur at any point in a course or in the program if it is determined that the student's continuation may jeopardize client safety.

Graduation

1. An overall QPR of 2.0 is required for graduation, with no grade below 2.0 in the upper division nursing courses.
2. In order to obtain a bachelor's degree from Gardner-Webb College, at least 64 of the total semester hours of credit required for graduation must be obtained through a senior college, with the last 30 hours being taken through Gardner-Webb College.

Special Nursing Requirements

1. Students must provide their own transportation to and from clinical experiences.
2. Students enrolled in nursing courses are required to maintain professional liability insurance through the Davis School of Nursing.
3. Students will be required to purchase their own stethoscopes, bandage scissors, pen lights, Davis School of Nursing name pins, and lab coats.
4. Students must dress appropriately according to agency standards for clinical experiences.
5. Those students who are required to complete select nursing exams for full admission status will do so at their own expense. Information related to these exams may be obtained from the Director, BSN Program.

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

101. Fundamentals of Nursing

A study of basic needs of individuals in health and illness. Concepts, principles, and fundamental skills are introduced with emphasis on the role and functions of the associate degree nurse. Maslow's theory of the Hierarchy of Needs is presented as a framework for implementing the nursing process and providing continuity and integration of content throughout the nursing curriculum. 4-7-6.

111. Pharmacological Concepts in Nursing

Principles and skills utilized in the computation, administration, and actions of medications. Major classifications of drugs are introduced as a basis for continued study of pharmacology throughout the curriculum. 1-0-1.

112. Nutritional Needs in Nursing

Basic food groups, dietary constituents, and principles utilized in maintaining adequate nutrition in individuals. The course serves as an introduction for continued study of nutritional therapy throughout the curriculum. 2-0-2.

102. Nursing Care Needs of the Adult I

Health care relating to the adult facing stress due to selected common health problems including ingestion, absorption, elimination, and regulatory disorders. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisites: Nursing 101, 111. Co-requisite: Nursing 112. 4-12-4.

103. Nursing Care Needs of the Adult II

Health care of the adult experiencing health problems resulting in alterations of life style and limited mobility. Concepts of prevention, psychological adjustment, and rehabilitation are emphasized. Prerequisites: Nursing 101, 111, 102. 4-12-4.

201. Needs of the Childbearing Family

A study of the health care needs of the mother, infant, and family during the normal and high-risk childbearing cycle with Maslow's Hierarchy of Needs and the nursing process serving as a guide. Prerequisites: Nursing 101, 111, 102. 4-12-4.

202. Nursing Care Needs of Children

A study of the health care of children utilizing Maslow's Hierarchy of Needs, the nursing process, and principles of growth and development. Both health maintenance and care of the ill child are emphasized and consideration is given to the child within his/her family/social unit. Prerequisites: Nursing 101, 111, 112, 102, 201. 4-12-4.

203. Nursing to Meet Emotional Needs Throughout the Lifespan

A study of the person experiencing stress or altered patterns of behavior. Major focus is upon coping mechanisms, appropriate nursing intervention, psychotherapeutic modalities, communication skills, and the formation of therapeutic relationships. The concepts of Maslow's Hierarchy of Needs and the nursing process are utilized. Prerequisites: Nursing 101, 111, 112. 4-12-4.

204. Nursing Care Needs of the Adult III

Health care of the adult experiencing health problems which accompany serious or critical illness or illness of a long-term nature. Implementation of the nursing process in complex nursing situations. In addition, emphasis is placed upon integration of concepts, skills, and responsibilities designed to aid in the transition from nursing student to registered nurse. Understanding of the roles of communicator, teacher, and provider and manager of patient care are enhanced through a comprehensive clinical practicum. Prerequisites: Nursing 101, 111, 112, 102, 103, 201, 202, 203. 5-18-5.

290. Contemporary Nursing

Major trends and issues impacting the profession of nursing. Selected events, organizations, legal and ethical aspects, opportunities, and responsibilities related to the practice of nursing are addressed. The role and functions of the associate degree nurse within the scope of nursing practice and the

health care system are considered. Maslow's Hierarchy of Needs provides a framework for focusing on the student, client, and society. Pre- or Co-requisites: Nursing 103, 202, 204. 3-0-3.

300. Concepts in Professional Nursing

Introductory course for transition (role socialization) to the role of the professional nurse. Provides the learner with an introduction to the program's conceptual framework. Explores various concepts and theories basic to theory-based professional nursing practice. Emphasis is given to the emerging professional role and nursing theory. 2-0-2. (Fall)

301. Research in Nursing

Introduces nursing research as a component of professional nursing practice. Emphasis is placed on the role of the professional nurse in interpreting research findings for applicability to nursing practice and in identifying research problems in nursing practice. Pre- or Co-requisites: Nursing 300, Psychology 396. 2-0-2. (Fall)

302. Health Assessment

The health assessment is based on a holistic view of man. Emphasis is on health promotion and maintenance and the teaching-learning process. Skills in conducting a health assessment and carrying out a physical examination of the individual client at various stages of the life cycle are developed and practiced. Pre- or Co-requisite: Nursing 300. 3-3-4. (Fall)

303. Health Restoration

Emphasis is placed on holistic nursing across the life span in the attainment of an optimal health state for the client following a critical upset or a complex disruption in the client's internal environment. Students are also involved in various aspects of the rehabilitation period following the critical upset or complex disruption. The student will use the nursing process, nursing theory, nursing research, knowledge from the natural sciences, and the social sciences for critical thinking and decision-making for an individual client's restoration-rehabilitation process. Prerequisites: Nursing 300, 302. Pre- or Co-requisites: Nursing 301, Chemistry 305, Biology 335. 2-6-4. (Spring)

401. Family and Community Nursing I

Explores community agency structure and resources. Assessment of community resources to be used as sources of referrals in meeting total health needs of families is completed by the student. Emphasis placed on family theory, socio-interaction aspects of family life, family developmental cycle, and the means by which health care providers may affect change within family systems. Applies nursing process to the family system with the family being the target for preventive, supportive, and therapeutic nursing intervention. Health promotion, maintenance, and rehabilitation for individuals and families are stressed. Family mental health is also a component of this course. Individual health assessments on family members are continued. Prerequisites: Nursing 300, 302. Pre- or Co-requisite: Nursing 301. 2-6-4. (Fall)

402. Family and Community Nursing II

Concentration is on population-focused community health nursing care of aggregates. Utilizes epidemiological, biostatistical, environmental, sociological, and cultural approaches in the analysis and planning of health needs for the community and specific population groups. Applies the concepts of group process, teaching-learning, change theory, decision-making, community analysis-assessment, and community health planning in meeting the health needs of aggregates. Prerequisites: Nursing 401, Biology 303, Sociology 340. Pre- or Co-requisite: Nursing 303. 2-6-4. (Spring)

403. Leadership/Management in Nursing

Synthesizes leadership, change, management theories, concepts, and research in management of nursing services within health care systems. Decision-making at the nurse manager level with emphasis on the role of the nurse manager in initiating change to provide quality nursing care is the central focus. Prerequisite: Nursing 401. Pre- or Co-requisites: Nursing 303, 402. 2-6-4. (Spring)

405. Independent Study in Nursing Research

Application of concepts, theories, and research basic to professional nursing through design of a research proposal in the student's area of interest. Prerequisite: Nursing 301. 0-0-2. (Fall - Spring)

Nursing Electives*

406. Advanced Research Elective

Continuation of Nursing 405 in that the student implements the research proposal developed in Nursing 405. Prerequisite: Nursing 405. 0-0-2. (Fall - Spring)

395, 396. Independent Study

Individual learning experiences in area of student's choice. Students develop and implement a learning contract under faculty direction. Juniors will enroll in 395 and/or 396. Time and credits (1-2 hours) by arrangement in semester prior to term in which study begins. (Fall - Spring)

495, 496. Independent Study

Individual learning experience in area of student's choice. Students develop and implement a learning contract under faculty direction. Seniors will enroll in 495 and/or 496. Time and credits (1-4 hours) by arrangement in semester prior to term in which study begins. (Fall - Spring)

*Four hours of nursing electives are required in the BSN program. Other electives will be added based on interest and need.

Department of Education

The Department of Education has as its primary responsibility the preparation of teachers.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-4), intermediate (4-6), middle school (6-9), secondary education (9-12), and special subject areas (K-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of the community.

Teacher Education

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance..
4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.
5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to personalize instruction.
6. A post-student teaching follow-up is provided for each student.
7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.
8. The college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Each student who plans to seek teacher certification must file two applications with the Department of Education.

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.
2. The Application for the Student Teaching Program must be submitted by February 1 for student teaching in the fall semester and September 15 for student teaching in the spring semester. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department of the major.
2. Satisfactorily complete Core Battery Tests I & II of the NTE, and speech test as required by the Teacher Education Committee. See academic adviser or the Education Department office for complete details of acceptable scores and administration dates of various tests.
3. Have attained and maintained a Quality Point Ratio of 2.0.

4. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Be recommended by the department of the major.
2. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
3. Be eligible for graduation in May or August following completion of the Program.
4. Have achieved a cumulative grade point average of 2.25 at the time of making application to the Program.

NOTE:

The Department is in the process of changing the curriculum for teacher education based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are finalized.

Early childhood, intermediate, and middle school majors must meet the following requirements. All 9-12 and K-12 majors should consult the department of interest.

Degree Requirements

The Bachelor of Science Degree with a Major in Early Childhood Education, (K-4)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Cultural Arts 225, Science Education 101 and 102, Physical Education 106, History 202, and Geography 101 are required and will satisfy 18 hours of the Basic Course Requirements.	
MAJOR (Professional Education)	38
Education 210, 230, 310, 312, 320, 325, 340, 430, 440, 445, 455.	
ADDITIONAL REQUIREMENTS	27
Political Science 202, Science Education 103, Mathematics 204, French or Spanish 300, Music 345 and 346, Health 320, Physical Education 301, Mathematics Education 330, Science Education 330.	
REQUIRED CROSS-DISCIPLINE MINOR	18
Art 301, 302, Health 221, Psychology 301, 303, and 6 hours of literature (American and English)	
ELECTIVES	0-5
CONVOCATION	0-4
TOTAL	128-139

The Bachelor of Science Degree with a Major in Intermediate Education, (4-6)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Cultural Arts 225, Science Education 101 and 102, Physical Education 106, History 202 and Geography 101 are required and will satisfy 18 hours of the Basic Course Requirements.	

MAJOR (Professional Education)	38
Education 212, 230, 310, 312, 320, 325, 340, 430, 440, 445, and 455.	
ADDITIONAL REQUIREMENTS	30
Political Science 202, Science Education 103, Mathematics 204, 205, French or Spanish 300, Music 345 and 346, Health 320, Physical Educa- tion 301, Mathematics Education 330, Science Education 330.	
REQUIRED CROSS-DISCIPLINE MINOR	18
Art 301 and 302, Health 221, Psychology 301 and 303, and 6 hours of literature (<i>American and English</i>).	
ELECTIVES	0-2
CONVOCATION	0-4
TOTAL	128-142

**The Bachelor of Science Degree with a
Major in Middle School Education, (6-9)**

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Cultural Arts 225, Physical Education 106, History 202 and Geography 101 are required and will satisfy 10 hours of the basic course require- ments. Science Education 101 and 102 are required for all concentrations <i>except</i> the science concentration. Students selecting a science concentra- tion are required to take Biology 101, Chemistry 103, Physics 103, Geology 101; these courses will satisfy 16 hours of the basic science requirement for Group B.	
MAJOR	32
Education 212, 310, 314, 325, 340, 430, 440, 445 and 455.	
ADDITIONAL REQUIREMENTS:	
Students majoring in Middle School Education must choose at least one academic concentration from the following:	
COMMUNICATION SKILLS	
Education 230, 320, English electives (6 hours)	12
SCIENCE	
Biology 101, Geology 101, Physics 103, Chemistry 103. The student is also to select a minimum of 6 additional hours in science at the 200 or above level	22
MATHEMATICS	
Mathematics 111, 112, 216, 221, 222, 302, 303, 310. (Mathematics 111 or 112 may replace Mathematics 101 in Basic Course Requirements.) ...	24
MUSIC	
Music 345, 346; Music 101 or 145; Music 111 or 147; Music 171 or 246; 4 hours in performance group, choral or instrumental; and 3 hours elec- tives in non-performance such as: Music 245, 247, 248, 249, 325, 326, 445, 446, 447, 455, 457.....	16
This distribution may be modified depending on the student's competen- cy in music. Changes must be approved by major adviser and Chairman of the Department of Fine Arts.	
SOCIAL STUDIES	
History 201, 345, 353, Political Science 201 and 304, Economics 204, and Sociology 320	21
FRENCH	
French 211, 301, 305, 306, 303 or 307, and 332.....	20

SPANISH

Spanish 211, 301, 305, 306, 303 or 307, and 332.	20
REQUIRED CROSS-DISCIPLINE MINOR	33
Political Science 202, Health Education 221, Psychology 302 or 206, and 303, English literature, American literature, English 363, Science Educa- tion 103, Mathematics 204 and 205, French or Spanish 300.	
ELECTIVES	0-11
CONVOCATION	0-4
TOTAL	128-145

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

100. Communication Skills

A course for the Gardner-Webb student who has a problem in reading great enough to interfere with college work. 3-1-3.

210. Reading (K-4)

Involves the teaching of reading and related language arts from the kindergarten through the fourth grade. 3-0-3.

212. Reading (4-6, 6-9)

Involves the teaching of reading and related language arts from fourth grade through ninth grade. 3-0-3.

230. Language Arts in the Elementary School

Planning, teaching, and evaluating the language arts in the elementary school, with emphasis on the integration of social studies and language arts. 3-0-3.

310. Materials and Media

Provides training in use of educational equipment and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

312. Practicum in Reading

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-6 level. Prerequisite: Education 210 or 212. 1-4-4.

314. Practicum in Reading

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 6-9 level. Prerequisite: Education 212. 1-4-4.

316. Teaching Reading in the Content Areas.

Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 6-12 level. 3-0-3.

320. Children's Literature

A critical study of classical and current books and materials for students on the K-9 level. 3-0-3.

325. Modern Foundations of Education

A study of the social, cultural, philosophical, and historical influences on the development of education in the United States. 3-0-3.

340. Curriculum

An introduction to the American public school system. Elements of curriculum including conflicting concepts, organizational patterns, and relationships to instruction will be introduced. 3-0-3.

430. Methods of Teaching

Provides an understanding and application of the use of various teaching strategies. Laboratory experience in area schools is required. 3-2-3.

440. Classroom Management

An extensive examination and application of classroom management procedures used in the public school environment with emphasis on behavioral management, record-keeping, parent conferences, and daily classroom routines. 3-2-3.

445. Exceptionalities and Learning

An in-depth examination of the exceptional student as related to learning. Application of learning theory, tests and measurements, and instructional methods will be the major emphasis of the course. 3-2-4.

450. Student Teaching

A ten-week period of full-time supervised teaching at the appropriate level. K-12, 9-12. 6 hours credit.

455. Student Teaching

A ten-week period of full-time supervised teaching at the K-4, 4-6, 6-9 level. 6 hours credit.

495. Independent Study

Individual study of a special subject under the guidance of an instructor whose specialty is appropriate. Prerequisite: approval of department chairman and instructor. 3 hours credit.

Department of English Language, Literature, and Communications

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of literary experience.
4. To integrate study with world thought in order to comprehend and shape the contemporary scene.

Degree Requirements

The Bachelor of Arts Degree with a Major in English

Semester Hours

BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
After English 101, 102, ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	
REQUIRED MINOR	15-18
The minor must be taken in one discipline outside the English Department.	
ELECTIVES	24-40
CONVOCATION	0-4
TOTAL	128

The Bachelor of Arts Degree with a Major in English with Preparation for Secondary (9-12) Teacher Certification

Semester Hours

BASIC COURSE REQUIREMENTS (Group A)	43-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
After English 101, 102 (counted in the Basic Course Requirements), ten courses, including English 244, 353, 363, and 402. Of the remaining five courses, two must be British; two American; and one a choice between British and American.	
REQUIRED MINOR	16
Education 316, 325, 445, 450 are required.	
REQUIRED CROSS-DISCIPLINE MINOR	14
Health 221, Psychology 302, Psychology 303, Education 340, 430*	
ELECTIVES	12-25
CONVOCATION	0-4
TOTAL	128

*Prospective teaching majors should identify their intentions to an adviser by the middle of their sophomore year. In addition to the regular course work, students must complete methods-of-teaching assignments especially prepared for the teaching major by the professors in four separate classes.

NOTE:

The Department will be changing the curriculum for teacher education certification based upon the new standards and guidelines as outlined by the North Carolina Department of Public Instruction. Students completing the program throughout the transitional phases will be recommended for teacher certification in all areas completed. An addendum will be added to the catalog as program changes are made.

ENGLISH MINOR: A student who is majoring in another department may complete a minor in English by taking 15 hours in English above 101 and 102 including one course in English literature, one in American literature, and one of the upper level language or composition courses.

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

English

100. Developmental English

Individual instruction in the mastery of the basics of English. 3-1-3.

101. Composition

Rhetoric, selected reading, mechanics as required. 3-0-3.

102. Composition and Introduction to Literature

Composition based upon themes and structure of literature and on research. Prerequisite: English 101. 3-0-3.*

200. Research Methods

Intended to teach students to follow acceptable methods in research. Provides a basic understanding of the card catalog, reference words, serials, indexes, and other bibliographic sources. Prepares student to write research papers in a variety of disciplines. No prerequisites. 1-0-1.

*English 101 and 102 are prerequisite to all upper-level courses, unless otherwise noted.

230. English Literature Survey

Representative writers from the beginning to the eighteenth century. 3-0-3.

231. English Literature Survey

Representative writers from the eighteenth century to the present. 3-0-3.

232. American Literature Survey

Representative writers from the beginning to the present. 3-0-3.

235. Southern Literature

A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Connor, and William Faulkner. 3-0-3.

244. World Literature

Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

301. Studies in Folklore

An introductory course emphasizing verbal folklore such as folktales, legends, ballads, and proverbs. Focus may be regional, general, or literary as interests dictate. 3-0-3.

306. Literature of the American Renaissance

The age of Irving, Poe, Hawthorne, Melville, Emerson, Thoreau. 3-0-3.

307. Late Nineteenth Century American Literature

Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James. 3-0-3.

308. Twentieth Century British Literature

A study of the works of modern British writers such as James Joyce, D. H. Lawrence, J. R. R. Tolkien, Dylan Thomas, and Graham Green. 3-0-3.

309. Twentieth Century American Literature

A study of the works of representative modern writers such as Ernest Hemingway, William Faulkner, Robert Frost, Theodore Roethke, and Saul Bellow. 3-0-3.

310, 320. Studies in the American Novel

An investigation of the American novel by periods, authors, or topics as determined by the professor. 3-0-3, 3-0-3.

311. Medieval Literature

Includes *Beowulf* and other Anglo-Saxon achievements, medieval drama, romance, poetry, and Chaucer. 3-0-3.

315. Literature of the English Renaissance

Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton

Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Restoration and Eighteenth Century Literature

Selected poetry, essays, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature

Major poetry of Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, others; selected prose. 3-0-3.

322. Victorian Literature

Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

343. The English Novel

Representative authors and types from the beginning to the present. 3-0-3.

351. Literary Criticism

Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language

Origin, history; morphology and phonology; discussion of grammars, and introduction to transformational grammar. 3-0-3.

355. Advanced Composition

The practice and study of expository writing with emphasis on patterns of structure, clarity, and maturity of expression. Extensive practice in writing, proofreading, rewriting different kinds of expository prose. Introductory report writing, word processing, and machine editing may be included. 3-0-3.

362. Creative Writing

This course teaches the creative production of the poem and the short story. Prerequisite: permission of instructor. 3-0-3.

363. Rhetoric and Grammar, Theory and Practice

The primary concern is expository/argumentative prose and the systems which inform the process of composition. The emphasis is on understanding theory and translating it into practice. 3-0-3.

395. Travel in the United States

Travel to places of literary interest in the United States. May include tours to literary landmarks in New England, the South, and other areas deemed appropriate by the professor. Requires a written report assigned by the instructor/guide. Destinations and fees announced each year. Lecture-Travel-1.

396. Travel in Great Britain

A visit during Spring Break to places of literary significance in Great Britain, including London, Stratford, and/or Scotland. Requires a written report assigned by the instructor/guide. Destinations and fees announced each year. Lecture-Travel-1.

402. Shakespeare

Approximately six representative plays. 3-0-3.

491. Seminar in American Literature*

Subjects change as needed and desired. Typical topics: Contemporary Jewish Writers, Naturalism, American Political Novel, Women in Literature. 3-0-3.

492. Seminar in English Literature*

Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study

Individual study of special subject matter under guidance of instructor in whose specialization topic lies. Work may be taken for "Honors" notation on transcript. Application by request in semester prior to study, subject to departmental approval. 0-Independent Study-3, 0-Independent Study-3.

*A student may take no more than two seminars without Departmental approval. Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring.

Communication Studies

The purposes of the Communication Studies degree program are to engender:

1. understanding, sensitivity, and competence in matters of human exchange
2. supportive skills and concepts from a broad spectrum of career-related areas
3. expertise and experience in at least four media-related fields
4. productive application of the principles of effective communication as the fundamental medium in a variety of experiences.

Degree Requirements

**The Bachelor of Arts Degree
with a Major in Communications**

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
(English 101 and 102 are prerequisites to all Communication courses.)	
A. Media Specialty Courses	
Two courses in each area from four different areas (drama, film, materials, photography, radio, TV).	
B. Internships	
Guided work experience in two areas to be approved by adviser.	
Assignments made after completion of course work in areas chosen.	
REQUIRED MINOR (Nucleus)	15
Speech, graphics, rhetoric/grammar, creative or technical writing, communication theory.	
SUPPORTIVE MINOR	18
At least one course in three of the following areas: business, computer	

science; social science/history, psychology; English, music, dance, foreign language. (Basic course credits do not count here.) Consult adviser for appropriate balance.

ELECTIVES	9-22
CONVOCATION	0-4
TOTAL	128

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

200. Student Newspaper Staff

Not restricted to communication majors. Students are to carry out regular, assigned duties associated with publication of the student newspaper. 0-1-1.

210. Yearbook Staff

Not restricted to communication majors. Students are to carry out regular, assigned duties associated with preparation of an annual. Limit: 1 hour credit per year. 0-1-1.

270. Photography (Media)

Instruction in basic still photography, equipment and techniques. 3-0-3.

280. Speech (Nucleus)

Instruction and practical experience in the techniques of oral delivery. 3-0-3.

310. Materials (Media)

Primary emphasis on educational equipment operation, (preparation, use, and evaluation of materials), but includes analysis of supportive materials in other presentations. 3-0-3.

321. Print Journalism

Introduction to the medium; exercise in three practical skills: reporting, writing, and editing the news. 3-0-3.

322. Print Journalism

Advanced exercise in editing. Includes page layout, other graphics, headline writing, editing for space and content. AP stylebook knowledge necessary. 3-1-3.

331. Broadcast (Radio)

Theory and practice in the basic aspects of broadcast journalism; introduction to operations and production. 3-0-3.

332. Broadcast (Radio)

Advanced instruction in scripting, tape-editing, commercial design, and program planning. 3-0-3.

341. Drama

A study of drama from its Greek origins to the contemporary theater, with emphasis on drama as literature. 3-0-3.

342. Drama/Theater Arts

A study of drama from a production/acting perspective. Emphasis on script/character interpretation. 3-1-3.

360. Communication Theory (Nucleus)

A detailed treatment of the factors involved in the exchange of ideas and information; emphasis upon philosophical bases, types of media, and research techniques. 3-0-3.

361. Technical Writing (Nucleus)

Writing for business, industrial, and related concerns where specialized formats and formulas are required. 3-0-3.

362. Creative Writing (Nucleus)

Emphasizes the creative production of the poem and the short story. Prerequisite: permission of instructor. 3-0-3.

363. Rhetoric and Grammar (Nucleus)

Primary concern is exposition/argumentative prose and the systems which inform the process of composition. Includes grammar, usage, and composition practice. 3-0-3.

410, 411. Broadcast (T.V.) (Projected for 1986-87)

421, 422. Film (Projected for 1986-87)

491-495. Internships

Three hours credit; descriptions available on request. (491-Print Journalism; 492-Broadcast (radio); 493-Theater Arts; 494-Broadcast (T.V.); 495-Film)

Department of Fine Arts

The Department of Fine Arts offers courses in art, music, theatre arts, and speech. Its objectives are: (1) to stimulate a greater interest and knowledge of the arts for music majors, general students, and members of the surrounding community by offering performance and learning opportunities, (2) to provide opportunities to participate in the development of imagery, auditory acuity, technical skills, and aesthetic appreciation to the extent of individual abilities, and (3) to help develop a set of values for discriminatory choices based on knowledge and personal aesthetic experience.

Gardner-Webb College is an accredited institutional member of the National Association of Schools of Music.

Three majors in music are offered within the Department of Fine Arts: *Music Education*, *Sacred Music*, and a liberal arts major in *Music* with options in Sacred Music/Religion, Sacred Music/Church Recreation, Performance, Composition, and Research (Treatise).

Degree Requirements

The Bachelor of Arts Degree

with a major in Music Education, Sacred Music, and Music

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group A) 43-52

The fine arts requirement must be met by taking Cultural Arts 225. Students majoring in *Music Education* must satisfy the social science requirement by taking Sociology 201 or 320 and History 202 or Political Science 202. The natural science requirement must be met by taking Biology 101 and a physical science (such as Chemistry 103, Physics 103, Geology 101, or Physics 201). Students majoring in *Sacred Music* must meet the social science requirement by taking 6 hours in psychology selected from 201, 206, 301, 302, 303, 310, or 374.

MAJOR REQUIREMENTS 30

Applied Major, 12 hours; Music 105, 106, 205, 206, 305, 306.

SUPPORTIVE REQUIREMENTS 17-38

Major in *Music Education*: Applied Minor, 4 hours: Music 245, 247, 248, 325, 326, 347, 348, 445, 446, 447, and 3 hours from Music 349, 455, 457, or 459 to correspond to the applied major. 24 hours.

Major in *Sacred Music*: Applied Minor, 6-8 hours; Music 245, 247, 248, 249, 325, 326, 347, 348, 445, 446, 447, 465, 466, 467, and 3 hours from Music 349, 455, 457, or 459 to correspond to the applied major. 36-38 hours.

Major in *Music* (Concentration in Sacred Music/Religion): Applied Minor, 6 hours; Music 325, 326, 347, 348, 445, 446, 447, 457 or 3 hours of applied voice; 465, 466, 467, and 3 hours from Music 349, 455, 457, or 459 to correspond to the applied major. 35 hours.

Major in *Music* (Concentration in Sacred Music/Church Recreation): Applied Minor, 6 hours; Music 325, 326, 347, 348, 445, 446, 447, 457 or 3 hours of applied voice, 465, 466, 467 and 3 hours from Music 349, 455, 457, or 459 to correspond to the applied major. 34 hours.

Major in *Music* (Concentrations in Performance, Composition, Treatise, and Music Majors with Second Major): Applied Minor, 4 hours, Music 325, 326, 445, 446, 447, and 3 hours from Music 349, 455, 457, or 459 to correspond to the applied major. 17 hours.

REQUIRED MINOR	15-16
Major in <i>Music Education</i> : Education 316, 325, 445, and 450. 16 hours.	
Major in <i>Sacred Music</i> : Religion 101, 102, 243; Psychology 201; and Religious Education 371 or 372 or 373. 15 hours.	
Major in <i>Music</i> (Concentration in Sacred Music/Religion): Religious Education 270, 371, 372 or 373, 375, 490. 15 hours.	
Major in <i>Music</i> (Concentration in Sacred Music/Church Recreation): Recreation 310, 311, 312, 407 or 408, 450. 15 hours.	
Major in <i>Music</i> (Concentrations in Performance, Composition, Treatise, and Music Majors with Second Major): 15 hours in courses from one department not directly related to the major. 15 hours.	
ADDITIONAL REQUIREMENTS	4-14
Each music major is required to satisfactorily complete participation in a performance group each semester while enrolled as a full-time student, except the student teaching semester. A minimum of four semesters of satisfactory participation in a performing organization is required for part-time students. 4-8 hours.	
Major in <i>Music Education</i> : Health 221; Psychology 303 and either 206, 301 or 302; English (6 hours—3 each in American and English literature). 14 hours.	
Major in <i>Sacred Music</i> : Keyboard/Instrumental emphasis—Music 457 or 3 hours of voice; Vocal emphasis—Music 178/378 and 2 hours of performance elective. 3 hours.	
Major in <i>Music</i> (Concentration in Sacred Music/Religion): Religion 243; Psychology 374 (non-keyboard instrumental majors substitute Music 349). 6 hours.	
Music in <i>Music</i> (Concentration in Sacred Music/Church Recreation): Religion 243; Psychology 374 (non-keyboard instrumental majors substitute Music 349). 6 hours.	
Major in <i>Music</i> (Concentration in Performance): 6 hours of Applied Major (Culminating in a Junior Recital of at least one-half hour in length; and a Senior Recital one full hour in length. In addition, the student will prepare a 20 minute audition during the sophomore year for admission to junior status in this concentration). 6 hours.	
Major in <i>Music</i> (Concentration in Research-Treatise Option): Music 493, 494. 6 hours.	
Major in <i>Music</i> (Concentration in Composition): Music 491, 492, and 495 and 496 with composition emphasis. 12 hours.	
ELECTIVES	0-9
CONVOCATION	0-4
TOTAL	128
<i>Minors available within the Department of Fine Arts:</i>	
A student who is majoring in another department may complete a required minor in <i>Art</i> or <i>Music</i> by completing the following:	
Minor in <i>Art</i> : Art 203, 204, 205, 207, 495, 496. 18 hours.	
Minor in <i>Music</i> : Music 125 (in Basic Course Requirements); 105, 106, Performance Organization—4 hours/4 semesters; Applied Music and/or Conducting—6 hours. Total 18 hours.	
A complete curriculum outline for each degree program in music is available in the office of the Chairman, Department of Fine Arts.	
<i>Piano Proficiency Examination.</i> Each music major is required to pass a piano	

proficiency examination as an integral part of the overall degree requirements; four semester hours (one hour each for four semesters) of an applied minor have been set aside in each curriculum for this purpose for the student whose performance major is not piano. Should a student not achieve the desired proficiency at the end of four semesters, continuous enrollment in piano for credit is required until such proficiency is achieved. Information is available from the Chairman of the Department of Fine Arts as to the specific requirements of the piano proficiency examination, both for the student whose applied major is piano and for those whose applied major is another area.

No student will be permitted to enroll in the Professional Semester of education courses for teacher certification until this proficiency is met.

Students concentrating in any area of Sacred Music should be aware of the following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors—4 hours of voice and 2 hours of piano, or 6 hours of voice; for piano majors—4 hours of voice and 2 hours of organ; for voice majors—4 hours of piano and 2 hours of any applied elective; for non-keyboard instrumental majors—4 hours of voice and 4 hours of piano (or any applied elective after piano proficiency is passed).

Application is to be made with the Department of Fine Arts for admission to Church Music Administration and Field Work in Sacred Music courses. To be admitted, the student must: be recommended by the department; have exhibited good Christian character and citizenship; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts courses in art appreciation fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

203. Basic Studio Art

Beginning experiences in basic design, drawing, painting, and printmaking. Special fee. 0-6-3.

204. Advanced Studio Art

Continued experiences with art media. Prerequisite: Art 203. Special fee. 0-6-3.

205. Crafts

Basic studio experiences in craft media, including fibers and clay. Special fee. 0-6-3.

207. Art Appreciation

A survey of the field of art designed to give the student an intelligent appreciation and understanding of how the visual arts reflect civilization. 3-0-3.

301. Art Education Lab

A laboratory designed for the prospective elementary teacher. Prerequisite: Cultural Arts 225. 0-2-1.

302. Teaching Methods in Art

A continuation of Art 301, including experiences with art materials and teaching strategies appropriate for use with children. Special fee. Prerequisite: Art 301. 1-4-3.

303. Trends in Art Education

Readings, discussion, and application of contemporary theories and practices in elementary art education. Prerequisites: Art 301 and 302. 3-0-3.

308. Art History

A seminar in art history geared to the interests of the students. Prerequisite: Art 207. 3-0-3.

495, 496. Independent Study

The student selects individual problems in art, subject to the approval of the professor. Admission on approval of chairman. 0-6-3, 0-6-3.

Cultural Arts

225. Cultural Arts Survey

A survey course including a knowledge of the basic concepts, history, relationships between, and the analysis of performances in art, dance and music. Concert attendance will be required. Required of all students seeking any type of teacher certification. 3-0-3.

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0-Preparatory; 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit identifies the area of study: 0-Music Theory; 2-Music History and Literature; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups. The third digit designates the semester in which the course is usually offered: odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion; 7-Guitar. The third digit indicates the amount of credit earned in applied music; one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.

Applied Music

Piano:

- 001. Elective Piano. $\frac{1}{2}$ -3-0.*
- 002. Elective Piano. 1-6-0.
- 101. Lower Division Piano. $\frac{1}{2}$ -3-1.
- 102. Lower Division Piano. 1-6-2.
- 301. Upper Division Piano. $\frac{1}{2}$ -3-1.
- 302. Upper Division Piano. 1-6-2.
- 303. Upper Division Piano. $1\frac{1}{2}$ -9-3.
- 304. Upper Division Piano. 2-12-4.

Woodwinds:

- 041. Elective Woodwinds. $\frac{1}{2}$ -3-0.
- 042. Elective Woodwinds. 1-6-0
- 141. Lower Division Woodwinds. $\frac{1}{2}$ -3-1.
- 142. Lower Division Woodwinds. 1-6-2.
- 341. Upper Division Woodwinds. $\frac{1}{2}$ -3-1.
- 342. Upper Division Woodwinds. 1-6-2.
- 343. Upper Division Woodwinds. $1\frac{1}{2}$ -9-3.
- 344. Upper Division Woodwinds. 2-12-4.

Voice:

- 012. Elective Voice. 1-6-0.
- 111. Lower Division Voice. $\frac{1}{2}$ -3-1.
- 112. Lower Division Voice. 1-6-2.
- 311. Upper Division Voice. $\frac{1}{2}$ -3-1.
- 312. Upper Division Voice. 1-6-2.
- 313. Upper Division Voice. $1\frac{1}{2}$ -9-3.
- 314. Upper Division Voice. 2-12-4.

Organ:

- 021. Elective Organ. $\frac{1}{2}$ -3-0.
- 022. Elective Organ. 1-6-0.
- 121. Lower Division Organ. $\frac{1}{2}$ -3-1.
- 122. Lower Division Organ. 1-6-2.
- 321. Upper Division Organ. $\frac{1}{2}$ -3-1.
- 322. Upper Division Organ. 1-6-2.
- 323. Upper Division Organ. $1\frac{1}{2}$ -9-3.
- 324. Upper Division Organ. 2-12-4.

Brass:

- 031. Elective Brass. $\frac{1}{2}$ -3-0.
- 032. Elective Brass. 1-6-0.
- 131. Lower Division Brass. $\frac{1}{2}$ -3-1.
- 132. Lower Division Brass. 1-6-2.
- 331. Upper Division Brass. $\frac{1}{2}$ -3-1.
- 332. Upper Division Brass. 1-6-2.
- 333. Upper Division Brass. $1\frac{1}{2}$ -9-3.
- 334. Upper Division Brass. 2-12-4.

Strings:

- 051. Elective Strings. $\frac{1}{2}$ -3-0.
- 052. Elective Strings. 1-6-0.
- 151. Lower Division Strings. $\frac{1}{2}$ -3-1.
- 152. Lower Division Strings. 1-6-2.
- 351. Upper Division Strings. $\frac{1}{2}$ -3-1.
- 352. Upper Division Strings. 1-6-2.
- 353. Upper Division Strings. $1\frac{1}{2}$ -9-3.
- 354. Upper Division Strings. 2-12-4.

Percussion:

- 061. Elective Percussion. $\frac{1}{2}$ -3-0.
- 062. Elective Percussion. 1-6-0.
- 161. Lower Division Percussion. $\frac{1}{2}$ -3-1.
- 162. Lower Division Percussion. 1-6-2.
- 361. Upper Division Percussion. $\frac{1}{2}$ -3-1.
- 362. Upper Division Percussion. 1-6-2.
- 363. Upper Division Percussion. $1\frac{1}{2}$ -9-3.
- 364. Upper Division Percussion. 2-12-4.

Guitar:

- 071. Elective Guitar. $\frac{1}{2}$ -3-0.
- 072. Elective Guitar. 1-6-0.
- 171. Lower Division Guitar. $\frac{1}{2}$ -3-1.
- 172. Lower Division Guitar. 1-6-2.
- 371. Upper Division Guitar. $\frac{1}{2}$ -3-1.
- 372. Upper Division Guitar. 1-6-2.
- 373. Upper Division Guitar. $1\frac{1}{2}$ -9-3.
- 374. Upper Division Guitar. 2-12-4.

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

Music Theory

103, 104. Basic Music Theory

Introduces basic skills of making music—pitch, notation, scales, intervals, note values, time signatures, meter, sight-singing, rhythmic drills, and rudimentary keyboard skills. Designed for those with little or no previous experience on a keyboard instrument or in music reading skills. 1-1-1, 1-1-1.

105, 106. Music Theory I, II

Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. Prerequisite: permission of instructor. 3-2-4, 3-2-4.

205. Music Theory III

The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in first year theory with additional emphasis on analysis and composition in smaller forms. 2-2-3.

206. Music Theory IV

A survey of modern trends and thought from Post-Romanticism to the present, including electronic music. Includes ear training, analysis, and composition in each style studied. 2-2-3.

305. Counterpoint

Further examination of linear writing and combination of contrapuntal voices in the Renaissance and Baroque periods. Composition and analysis are required in period. 2-0-2.

306. Orchestration

A basic course in writing and arranging for band and orchestral instruments. Includes a study of the characteristics of most woodwind, brass, string, and percussion instruments with an emphasis on problems for beginner and intermediate players; writing for various combinations of instruments in family and heterogeneous groups; score writing; and some insights into writing for full band and orchestra. 2-0-2.

307, 308. Composition I, II

Individual instruction in traditional and modern compositional techniques. Students will be required to create original compositions under the guidance of the instructor. When possible, performances of student compositions will be arranged. 0-Tutorial-3; 0-Tutorial-3.

Music History and Literature

125. Music Appreciation

A course in the elements of music and music literature for the non-music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

325, 326. Music History I, II

A study of the history of Western music, from its beginnings through the contemporary period. Prerequisite: Music 226 or instructor's approval. 3-0-3, 3-0-3.

Music Education

145, 146. Piano Class I, II

Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II

Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

149, 150. Guitar Class I, II

Group instruction for beginning and intermediate students of guitar. Chordal accompaniments to folk songs, hymns, and popular standards will be stressed. Special fee. 2-3-1, 2-3-1.

245. Brass and Percussion Class

Elementary instruction in the techniques of playing and repairing instruments in the brass and percussion families. Individual competencies will be stressed on instruments of the percussion group; ensemble experience including playing, arranging, and conducting will be stressed in the brass group. Open to all students. 2-1-1.

247. Strings Class

Elementary instruction in the techniques of playing and repairing instruments in the string family. Instruments normally found in the string orchestra—violin, viola, cello and bass—will be studied. Open to all students. 2-1-1.

248. Woodwind Class

Elementary instruction in the techniques of playing and repairing instruments in the woodwind family, both single and double reed. Open to all students. 2-1-1.

249. Handbells

Elementary techniques of playing handbells and of conducting handbell ensembles. Open to all students who have had one year of music theory or its equivalent. 2-1-1.

345. Music Education Skills

Provides background in theory and instrumental skills for classroom teachers. No previous experience necessary. Includes piano, autoharp chording, conducting, singing, fundamentals, and recorder. 2-1-1.

346. Music Methods for the Classroom Teacher

Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local schools and kindergarten. Prerequisite: Music 345 or demonstration of proficiency. 3-0-3.

347. Elementary Music Education

Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Secondary Music Education

Materials and methods for the development of music programs for junior and senior high schools, including discipline, curriculum, budgeting, techniques for general music; instrumental and vocal classes, and job placement. 2-0-2.

349. Instrumental Methods and Literature

The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting Fundamentals

Introductory course in conducting. Prerequisites: Music 105-106. 1-1-1.

446. Choral Conducting

Conducting and choral rehearsal techniques appropriate to school and church choral groups, emphasizing student conducting experience. Prerequisite: Music 445. 2-0-2.

447. Instrumental Conducting

Conducting patterns and techniques as applied to various combinations of instruments from small ensembles to symphonic band and orchestra. Instrumental performing groups will serve as laboratory groups. Prerequisite: Music 445. 1-0-1.

455. Piano Pedagogy and Literature

Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature

A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature

A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

Sacred Music

465. Hymnology

A study of church history and congregational worship music from 700 A.D. through the contemporary period. Offered in the fall of even-numbered years. 3-0-3.

466. Church Music Administration

Practical study of organization and administration of a church music ministry emphasizing the minister of music's role as minister, church staff member, educator, promoter, and administrator. Offered in the fall of odd-numbered years. 3-0-3.

467. Church Music Seminar and Field Work

Philosophy, observation and participation in the development of a church music program. May be taken only concurrently with or after completing Music 466. 1-4-3.

Performance Groups (freshmen and sophomores should register for the 100 number; junior and seniors should register for the 300 number).

170, 370. Concert Choir

A mixed chorus of select voices determined by auditions held at the beginning of the school year. Open to all students of the college. 0-3-1, 0-3-1.

175, 375. Chorale

A large choral group which prepares programs of sacred and secular music for presentation on campus and in area schools and churches. Open to all students of the college without audition. 0-3-1, 0-3-1.

178, 378. Opera Workshop

Participation in musical productions giving the young singer an opportunity to progress from small parts through work in Chamber Opera to larger roles in standard works. 0-Productions-1, 0-Productions-1.

179, 379. Music Theatre

Participation in music theatre productions giving the young singer opportunity to perform non-operatic works of a Broadway or religious musical nature. 0-Productions-1, 0-Productions-1.

185, 385. Band

The study, rehearsal and performance of various levels and varieties of wind and percussion literature through concert and marching organizations. Band consists of a study of repertoire from all eras, development and study of ensemble playing, rehearsal techniques, preparation, and presentation of performances. Designed for students who have participated in an instrumental organization during high school and desire to continue playing. Membership is open to any student with permission of the director. 0-3-1, 0-3-1.

186, 386. Orchestra

Offered in the evening school and open to all students of the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying

Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

Independent Study

491, 492. Composition Preparation

Required for Liberal Arts Majors (Composition Option). No credit for 491 until 492 satisfactorily completed. Prerequisites: Music 495 and 496 with composition emphasis. 0-Preparation-3, 0-Preparation-3.

493, 494. Treatise Preparation

Required for Liberal Arts Major (Treatise Option). No credit for 493 until 494 satisfactorily completed. 0-Preparation-3, 0-Preparation-3.

495, 496. Independent Study

Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. Required for students enrolled in Liberal Arts Major, Composition Option. 0-Independent Study-3, 0-Independent Study-3.

Theatre Arts

101. Introduction to the Theatre

An introduction to the art of seeing theatre in terms of its value, artists and literature. Includes reading and viewing sample plays. 3-0-3.

203. Applied Theatre

Participation in college productions. (No more than 8 credits). 0-Productions-1.

211. Fundamentals of Acting

The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

212. Theatre Stagecraft

Practical experience in costuming, scenery construction, makeup application, and lighting. 3-0-3.

301. Religious Drama Production

An overview of selecting, staging, and producing plays for church and school. 3-0-3.

495, 496. Independent Study

Supervised study program in a field of special interest. Prerequisite: approval of department chairman and instructor. 0-Independent Study-3, 0-Independent Study-3.

Department of Foreign Languages and Literature

- The objectives of ancient language training are:
1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
 2. To create an awareness of the relationship of our languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
 3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
 4. To offer the experience, discipline, and technical knowledge needed for indepth study and research of the Bible in the original languages for private, seminary, or other graduate study.

- The objectives of modern foreign language training are to assist the student:
1. To gain an understanding of the culture, civilization, and literature of another people.
 2. To develop an awareness of the relation of our own language and culture to those of another country.
 3. To understand, without translating, the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with the course 201 if they continue in that language.

Degree Requirements

The Bachelor of Arts Degree with a Major in French	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
REQUIRED MINOR	15-18
The required minor must be taken in one discipline other than the major.	
SUPPORTIVE MINOR	15-18
A study majoring in French may elect to complete a supportive minor in Spanish by completing 15 hours numbered above 101. A supportive minor is not required.	
ELECTIVES	6-40
CONVOCATION	0-4
TOTAL	128

The Bachelor of Arts Degree with a Major in French with Preparation for Secondary (9-12) Teacher Certification	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	43-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociol- ogy. The natural science requirement must be fulfilled by taking Biology	

101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.

MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above the elementary level.	
REQUIRED MAJOR	18
Foreign Language Education 432 and Education 316, 325, 445, and 450 are required.	
REQUIRED CROSS-DISCIPLINE MINOR	17
Include Health 221, Psychology 302, 303, three hours of American literature and three hours of European literature.	
ELECTIVES	7-20
CONVOCATION	0-4
TOTAL	128

Degree Requirements

The Bachelor of Arts Degree with a Major in Spanish

Semester Hours

BASIC COURSE REQUIREMENTS (Group A)	43-52
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above elementary level.	
REQUIRED MINOR	15-18
The required minor must be taken in one discipline other than the major.	
SUPPORTIVE MINOR	15-18
A student majoring in Spanish may elect to complete a supportive minor in French by completing 15 hours numbered above 101. A supportive minor is not required.	
ELECTIVES	6-40
CONVOCATION	0-4
TOTAL	128

The Bachelor of Arts Degree with a Major in Spanish with Preparation for Secondary (9-12) Teacher Certification

Semester Hours

BASIC COURSE REQUIREMENTS (Group A)	43-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. The natural science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 103, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
REQUIRED MINOR	18
Foreign Language Education 432 and Education 316, 325, 445, and 450 are required.	

REQUIRED CROSS-DISCIPLINE MINOR	17
Health 221, Psychology 302, 303, three hours of American literature and three hours of European literature.	
ELECTIVES	7-20
CONVOCATION	0-4
TOTAL	128

Minors Offered in the Department

A student may complete a minor in French by completing any eighteen hours in French.

A student may complete a minor in Spanish by completing any eighteen hours in Spanish.

A student may complete a minor in Classical Languages by completing eighteen hours in Classical Language courses.

A student may complete a minor in Foreign Languages by completing any eighteen hours offered by the Department.

Teaching Endorsement in Foreign Languages (6-9)

French

A total of 20 credit hours are required for an endorsement in French, with 14 of them in upper-level courses. The following courses are recommended for the best preparation for teaching; however, substitutions may be made after consultation with and approval of the Department of Foreign Languages and Literature.

		Semester Hours
French 211	Intensive Oral French	6
French 301	Advanced French Grammar, Composition and Conversation	3
French 305	French Civilization and Culture I	3
French 306	French Civilization and Culture II	3
French 303	Survey of French Literature	3
	OR	
French 307	French Literature of the Nineteenth Century	3
French 332	Practicum in the Public Schools in Grades 6-9	2
	Total	20

Spanish

A total of 20 credit hours are required for an endorsement in Spanish, with 14 of them in upper-level courses. The following courses are recommended for the best preparation for teaching; however, substitutions may be made after consultation with and approval of the Department of Foreign Languages and Literature.

		Semester Hours
Spanish 211	Intensive Oral Spanish	6
Spanish 301	Advanced Spanish Grammar, Composition, and Conversation	3
Spanish 305	Spanish Civilization and Culture	3
Spanish 306	Spanish American Civilization and Culture	3
Spanish 303	Survey of Spanish Literature	3
	OR	
Spanish 307	Introduction to Modern Spanish Literature	3
Spanish 332	Practicum in the Public Schools in Grades 6-9	2
	Total	20

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

French

101, 102. Elementary French

3-1-3, 3-1-3.

201, 202. Intermediate French

Prerequisite: French 102 or two units of high school French or its equivalent. 3-1-3, 3-1-3.

203, 204. French Literature in Translation

Representative selections of French literature in English translation. Lectures, class discussion, and reports, oral and written. (No knowledge of French required.) 3-0-3, 3-0-3.

211. Intensive Oral French

Oral and written work in the language with emphasis on the spoken language. Conducted in French. Prerequisite: One unit of high school French or its equivalent or permission of the instructor. 6-4-6.

212. Advanced Intensive Oral French

Oral and written work in the language with emphasis on the spoken language. Conducted in French. Prerequisite: French 211 or its equivalent or permission of the instructor. 6-0-6.

215, 216. Contemporary French Culture

Reading and discussion of newspaper and magazine articles in French. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

300. Aspects of French Culture and Language

Selected topics of Francophone culture, with an introduction to basic vocabulary and sound system. Conducted in English. No prior knowledge of French is required. 3-0-3.

301, 302. Advanced French Grammar, Composition, and Conversation

Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature

The literature of France from the Old French period to the present. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization

French history and civilization from early times to the present. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

307, 308. French Literature of the Nineteenth Century

Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

311, 312. French Conversation Abroad

Extensive formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

315, 316. Modern Prose

Reading and discussion of contemporary French prose. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research

Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the Department. 3-0-3, 3-0-3.

495, 496. Independent Study

Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

German

101, 102. Elementary German

3-1-3, 3-1-3.

201, 202. Intermediate German

3-1-3, 3-1-3.

Greek

101, 102. Elementary New Testament Greek

A study of Koine Greek. 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek

Prerequisite: Greek 102. 3-0-3, 3-0-3.

300. Greek Civilization

A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required.) 3-0-3.

301, 302. Advanced New Testament Greek

Selections in the Pauline Epistles. Prerequisite: Greek 202. 3-0-3, 3-0-3.

495, 496. Independent Study

Selections from all books of the New Testament. Prerequisite: Greek 302. 0-Independent Study-3, 0-Independent Study-3.

Latin

301. Roman Civilization

A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required.) 3-0-3, 3-0-3.

Spanish

101, 102. Elementary Spanish

3-1-3, 3-1-3.

201, 202. Intermediate Spanish

Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-1-3, 3-1-3.

203, 204. Masterpieces of Spanish Literature in Translation

Selected Spanish literary works studied in translation. (No knowledge of Spanish is required.) 3-0-3, 3-0-3.

211. Intensive Oral Spanish

Oral and written work in the language with emphasis on the spoken language. Conducted in Spanish. Prerequisite: one unit of high school Spanish or its equivalent or permission of the instructor. 6-4-6.

301, 302. Advanced Spanish Grammar, Composition, and Conversation

Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature

The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization

Spanish history and civilization from early times to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3.

306. Spanish American Civilization and Culture

Spanish American civilization and culture from colonial times to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3.

307, 308. Introduction to Modern Spanish Literature

Reading and discussion of selected works. Prerequisite: Spanish 202 or its equivalent. 3-0-3, 3-0-3.

311, 312. Spanish Conversation Abroad

Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research

Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding seniors by permission of the Department. 3-0-3, 3-0-3.

495, 496. Independent Study

Designed to enable a senior or junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Foreign Language Education

French 332, 333. Practicum

Practicum in the public schools in grades 6 through 9. 1-2-2, 1-2-2.

French 432. Methods of Teaching French

Special consideration is given to methods, materials, and techniques of teaching French. Required of all students planning to teach French in grades 9-12. 2-0-2.

Spanish 332, 333. Practicum

Practicum in the public schools in grades 6 through 9. 1-2-2, 1-2-2.

Spanish 432. Methods of Teaching Spanish

Special consideration is given to methods, materials, and techniques of teaching Spanish. Required of all students planning to teach Spanish in grades 9-12. 2-0-2.

Department of Health Education and Physical Education

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

The Department of Health Education and Physical Education offers two undergraduate programs: Physical Education (A. with or without teacher certification; B. with a track in church recreation) and Health Education (with or without teacher certification). A Master of Arts in Education with a Health Education or Physical Education major is offered on the graduate level.

Every regularly enrolled student is required to earn a minimum of two semester hours credit in physical education. Physical Education 101 is required of all students with the exception that students with medical excuses may substitute Physical Education 108 or 109. All physical education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

Every physical education major must maintain a satisfactory level of physical fitness as determined by the Gardner-Webb College Physical Fitness Test.

Degree Requirements

The Bachelor of Science Degree with a Major in Physical Education with Preparation for Teacher Certification (K-12)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B)	48
Specific requirements in Group B	
Social Science (6)	
History 202 or Political Science 202,	
Sociology 201 or Sociology 320	
Science (16)	
Biology 101 (4)	
Physical Science (4)	
Eight additional hours	
Music 225 (3)	
MAJOR	44
Physical Education 211, 235, 301, 331, 335, 341, 342, 402, 404, 406, 408,	
409, 432, Health 321, three health hours (400 or above)	
REQUIRED MINOR	18
Education 316, 325, 450, Psychology 302, 303	
ADDITIONAL REQUIREMENTS	8
Health 221, English 231, 232	
ELECTIVES	6-10
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Physical Education

Semester
Hours

BASIC COURSE REQUIREMENTS (Group B)	48
Specific Requirements in Group B	
Social Science (6)	
History 202 or Political Science 206	
Sociology 201 or Sociology 320	
Science (16)	
Biology 101 (4)	
Physical Science (4)	
Eight additional hours	
MAJOR	32
Physical Education 211, 235, 301, 331, 335, 341, 342, 402, 408, 409, Health 321	
REQUIRED MINOR	15-18
The required minor must be taken in one discipline outside the depart- ment.	
SUPPORTIVE MINOR	15-18
A student majoring in physical education may take a supportive minor in health education, church recreation, or coaching.	
ELECTIVES	8-18
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Physical Education — Recreation Track

Semester
Hours

BASIC COURSE REQUIREMENTS (Group B recommended)	48
Specific requirements in Group B	
Social Science (6)	
History 202 or Political Science 202,	
Sociology 201 or Sociology 320	
Science (16)	
Biology 101 (4)	
Physical Science (4)	
Eight additional hours	
MAJOR	30
Recreation 310, 311, 312, 407, 408, 450, Health 222	
Concentration area (9)	
Games and Sports: Physical Education 341, 342, 309, 301, 302, 303, 331.	
Music 245, 246, 175, 176, 177, 178, 185, 186, 187, 345, 346, 446, 447.	
Art 203, 204, 205, 302, 304, 495; Theatre Arts 203, 211, 212, 301.	
REQUIRED MINOR	15
Religious Education 270 or 371; 271, 372, 373, 375	
SUPPORTIVE MINOR	15
English 230, 231, 232, 234, 235, 344, 301, 306, 307, 308, 309, 311, 315, 321, 322 (<i>Select two</i>).	
Sociology 202, 203, 320, 356 (<i>Select one</i>).	
Psychology 310, 206 (<i>Select one</i>).	
Education 310, Business Education 218, Management	
Information Systems 241 (<i>Select one</i>).	

ELECTIVES	16-20
CONVOCATION	<u>0-4</u>
TOTAL	128

**The Bachelor of Science Degree with a Major
Health Education with Preparation for
Teacher Certification (K-12)**

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group B)	48
Specific requirements in Group B	
Social Science (6)	
History 202 or Political Science 202,	
Sociology 201 or Sociology 320	
Science (16)	
Biology 101 (4)	
Physical Science (4)	
Eight additional hours	
Music 225 (3)	
MAJOR	42
Health 222, 223, 224, 319, 320, 321, 322, 400, 401, 402, 431, 433, 434	
Health Elective (3)	
REQUIRED MINOR	18
Education 316, 325, 450, Psychology 302, 303	
ADDITIONAL REQUIREMENTS	8
Health 221, English 231, 232	
ELECTIVES	8-12
CONVOCATION	<u>0-4</u>
TOTAL	128

**The Bachelor of Science Degree with a Major
in Health Education**

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group B)	48
Specific requirements in Group B	
Social Science (6)	
History 202 or Political Science 206	
Sociology 201 or Sociology 320	
Science (16)	
Biology 101 (4)	
Physical Science (4)	
Eight additional hours	
MAJOR	30
Health 222, 223, 224, 319, 321, 322, 400, 401, 402, 433	
REQUIRED MINOR	15-18
The required minor must be taken in one discipline outside the department.	
SUPPORTIVE MINOR	15-18
ELECTIVES	10-20
CONVOCATION	<u>0-4</u>
TOTAL	128

Minors Offered in the Department

A student who is majoring in another department, may complete a required minor in health education, church recreation, or coaching by taking the following courses:

Health Education (18)

Health 222, 319, 321, 400, 401, 433

Church Recreation (18)

Recreation 310, 311, 312, 407, 408, Health 222

Coaching (18)

Physical Education 335, 336, 401, 406, 410, Health 222

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

Physical Education Activity Courses

101. Orientation to Physical Education

0-2-1.

102. Team Sports (Soccer, Speedball, or Basketball)

0-2-1.

103. Beginning Swimming and Diving

0-2-1.

104. Gymnastics

0-2-1.

105. Advanced Gymnastics and Trampoline

0-2-1.

106. Rhythm and Movement

0-2-1.

107. Individual and Dual Activities

0-2-1.

108. Adaptive Activities

0-2-1.

109. Adaptive Activities

0-2-1.

113. Skiing

0-2-1.

114. Advanced Skiing

0-2-1.

201. Tennis and Badminton

0-2-1.

202. Team Sports

0-2-1.

203. Advanced Swimming

0-2-1.

204. Archery and Casting

0-2-1.

205. Conditioning and Weight-Training

0-2-1.

206. Golf and Bowling

0-2-1.

207. Individual and Dual Activities

0-2-1.

208. Handball/Racquetball

0-2-1.

Physical Education

211. Principles and History of Physical Education

An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

235. Motor Learning

Study of basic concepts applicable to motor skill acquisition. Areas of study include variables effecting the learner (e.g., perception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning). Primary purpose is to prepare instructors to teach motor skills. 3-0-3.

301. School Activities (Early Childhood, Intermediate)

A course in methods and materials, theory, and program building in physical education. 3-1-3.

302. Methods in Teaching Swimming and Lifesaving

Red Cross Lifesaving and Water Safety Instructor certification. 3-1-3.

303. Intramurals

Organization and administration of intramural sports. 2-1-2.

306. Baseball and Track Coaching Methods

A course presenting by means of classroom instruction and field demonstration the various systems and forms used in baseball, track, and field. 2-1-2.

307. Football Coaching Methods

A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods

A course presenting by means of classroom instruction and gym demonstrations the various systems used in basketball coaching. 2-1-2.

309. Officiating

Techniques and procedures of officiating in athletics. 2-1-2.

331. Creative Movement (K-9)

Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement (10-12)

Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

335. Kinesiology

Study of many of the factors involved in human motion. 3-0-3.

336. Theory and Techniques of Coaching

A course focusing on basic theory and techniques of coaching. 3-1-3.

341. Theory and Techniques of Team Sports

3-3-3.

342. Theory and Techniques of Individual and Dual Sports

3-3-3.

401. Psychology of Sport and Physical Activity

This course examines those special psychological parameters which influence behavior and performance in sport and physical activity. 3-0-3.

402. Adapted Physical Education

Methods and materials for instruction in adapted and corrective physical education with special emphasis on the program for the mentally retarded child. 3-1-3.

404. Curriculum and Instruction

A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to physical education majors. 3-0-3.

406. Physiology of Exercise

A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles, nerves, and cardio-respiratory systems. Prerequisites: Biology 203 and 204. 3-0-3.

407. Recreation for Special Populations

Designed to provide the student with knowledge and skills in analyzing recreational activities for individuals with specific disabilities and in the planning and implementation of diagnostically designed recreation programs. 3-1-3.

408. Organization and Administration of Health Education and Physical Education

This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Test and Measurements

Study of tests and measurements currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics

Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

432. Secondary School Activities (Methods of Teaching)

A course in methods and materials, theory, practice, and program building in physical education covering secondary school activities. 3-1-3.

495, 496. Independent Study

Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Recreation

310. Outdoor Living

Designed to provide the student with practical knowledge as it relates to outdoor living, camping, backpacking, rappelling, orienteering, basic wilderness survival skills, and equipment. Philosophy, goals, organization, setting, facilities, programs, and clientele are studied. 3-1-3.

311. Recreational Leadership

An understanding of the dynamics of leadership, the theories, principles and practices of leadership, research in leadership, techniques and methods of working with individuals and groups. 3-1-3.

312. Principles of Church Recreation

A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, age groups, facilities, and relationships with the other organizations of the church. 3-1-3.

407. Recreation for Special Populations

Designed to provide the student with knowledge and skills in analyzing recreational activities for individuals with specific disabilities and in the planning and implementation of diagnostically designed recreation programs. 3-1-3.

408. Organization and Administration of Church Recreation

Introduction to the role and scope of the administrative processes and practices in leisure service agencies with special emphasis on organization and administration of recreation within the church. 3-1-3.

450. Field Experiences in Church Recreation

Designed to give the student an indepth practical work experience with an approved church recreation program. The student will work under the direct supervision of a full-time recreation professional. Prerequisites: Senior standing, minimum grade-point average of 2.25 and completion of all recreation courses. 3-1-3.

Health Education

221. Personal and Community Health

A thorough study of the health problems of the individual, school, and community. 2-0-2.

222. First Aid

A course designed to train and qualify students as instructors in first aid. 3-1-3.

223. Safety Education

A course designed to enable the student to teach safety education (K-12). 3-1-3.

224. Nutrition

A course covering basic nutritional concepts including a study of weight control. Applications of nutrition in health education will be emphasized. 3-0-3.

319. Community Health

A course designed to study the individuals and processes involved in shaping local, state, and national health policies, as well as the delivery, utilization, and planning of health services in the U.S. 3-0-3.

320. Health Education (Early Childhood, Intermediate)

Methods and materials for classroom instruction in health and safety for the elementary teacher. 3-1-3.

321. Health Education for Teachers

Methods and materials for classroom instruction in health and safety for the teacher. 3-0-3.

322. Helping Relationships for Health Science

A study dealing with human relations skill training using the Gazda Model as a base. 3-0-3.

325. Techniques of Athletic Training

First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy, and treatment of various injuries. 3-1-3.

400. Comprehensive Health Education

An introduction to the study of the development process of a comprehensive health education program. 3-0-3.

401. Drug/Alcohol Education

An introduction to the study of drug/alcohol use and abuse and the educational implications of drug related problems. 3-0-3.

402. Sexuality/Sex Education

An introduction to the study of basic issues relating to sexuality. Included will be strategies for teaching sex education. 3-0-3.

421. Driver Education and General Safety

Methods and materials for classroom instruction, organization and administration of driver education, and safety problems. 3-1-3.

431. Problems in Health Education

Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

433. Organization/Administration/Evaluation in Health Science

A course designed to develop competencies in organizing, administering, and evaluating a school health program. 3-0-3.

495, 496. Independent Study

Designed to enable a senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Department of Mathematical Sciences

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To prepare some students for teaching mathematics in elementary or secondary schools, or for further study.
5. To introduce the student to the computer and its uses.
6. To prepare some students to become computer programmers or computer analysts.

Degree Requirements

The Bachelor of Science Degree with a Major in Mathematics

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group A or B)	43-52
Any student electing Group A must complete Biology 101 and any one of the following: Chemistry 103 or 111, Geology 101, Physics 201 or 203.	
Any student electing Group B must earn 8 hours in either chemistry or physics in addition to the requirements for Group A.	
MAJOR	30
Mathematics 221, 222, 321, and 322 are required. The remaining semester hours are to be selected from mathematics courses numbered above Mathematics 210.	
REQUIRED MINOR	15-18
The required minor must be taken in one discipline outside the department.	
SUPPORTIVE MINOR	18
A student majoring in mathematics may elect to complete a supportive minor in computer science by completing the following courses: Computer Science 250, 301 or 305 but not both, 360, 361, and 400. The other course may be selected from any computer science course numbered above 300.	
ELECTIVES	6-40
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Mathematics with Preparation for Secondary (9-12) Teacher Certification

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group A or B)	43-52
For Group A, Biology 101 and one of the following are required: Chemistry 103 or 111, Geology 101, Physics 103 or 201. For Group B, 8 hours of natural science in addition to that required for Group A are required. At least 8 hours of the 16 hours of natural science must be either chemistry or physics.	
The social science requirement must be taken from two of the following: Sociology 201, History 202, Political Science 201, 202. Cultural Arts 225 is required to satisfy the fine arts requirement if Group B is elected.	

MAJOR.....	30
Mathematics 221, 222, 302, 303, 321, 322, 404, and Computer Science 250 or 305 are required. The remaining hours are to be selected from Mathematics 216, 304, 310, 311, 312, 400, 401, 403, 495, 496.	
REQUIRED MINOR.....	18
Mathematics Education 432 and Education 316, 325, 445, and 450 are required.	
REQUIRED CROSS-DISCIPLINE MINOR	17
Health 221, Psychology 201, 302, 303, three hours of American literature, and three hours of English literature.	
ELECTIVES	7-20
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Computer Science	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B)	43-52
MAJOR.....	30
The major consists of 30 semester hours selected from the courses listed under computer science except Computer Science 210.	
REQUIRED MAJOR	15-18
A student majoring in computer science must take a minor from any discipline other than mathematics, computer science, or management information systems.	
SUPPORTIVE MINOR	15
Each student majoring in computer science must take a supportive minor in mathematics. The following courses are required: Mathematics 221, 222, 302, 311, 321.	
ELECTIVES	9-25
CONVOCATION	0-4
TOTAL	128

Dual-Degree Program in Engineering

Gardner-Webb College has entered into an agreement with the School of Engineering of Auburn University to establish a Dual-Degree Program, whereby an undergraduate student will attend Gardner-Webb College for approximately three academic years and the School of Engineering at Auburn University for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Gardner-Webb College and an engineering bachelor's degree from Auburn University.

Dual-Degree candidates will be eligible to seek any of the following degrees from Auburn University:

Bachelor of Aerospace Engineering	Bachelor of Materials Engineering
Bachelor of Aviation Management	Bachelor of Mechanical Engineering
Bachelor of Chemical Engineering	Bachelor of Textile Chemistry
Bachelor of Civil Engineering	Bachelor of Textile Engineering
Bachelor of Electrical Engineering	Bachelor of Textile Management
Bachelor of Industrial Engineering	

BASIC COURSE REQUIREMENTS (Group B)	48
Chemistry 111, 112 and Physics 203, 204 are required for natural science. Economics 203, 204 are required for social science. Music 125 is required for Fine Arts.	
MAJOR	30
Mathematics 221, 222, 312, 321, 322, 403, and Computer Science 305 are required.	
REQUIRED MINOR	15-18
A student majoring in engineering must complete a minor in a discipline from outside the Department of Mathematical Sciences. Psychology 201 is required.	
CONVOCATION	1-3
96 semester hours must be completed at GWC.	

Minors Offered in the Department

A student who is majoring in another department may complete a required minor in mathematics or computer science by completing the following courses:

Minor in Mathematics

Mathematics 111
Mathematics 221
Mathematics 222
Mathematics 302

Select any one from the following:

Mathematics 216
Mathematics 303
Mathematics 304
Mathematics 310
Mathematics 311
Mathematics 321
Mathematics 322

Minor in Computer Science

Mathematics 219 or 221
Computer Science 250
Computer Science 301 or 305 but not both
Computer Science 360
Computer Science 361

Select any one from the following:

Computer Science 380
Computer Science 411
Computer Science 446
Computer Science 450

Description of Courses

Mathematics

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

100. Basic Mathematical Skills

A study of selected topics from arithmetic and algebra. A required laboratory period each week gives the student practice on topics covered in the class lectures. (Counts as an elective; will not count toward Basic Course Requirements.) 3-½-3. (Fall - Spring)

101. Principles of Mathematics

A study of mathematical patterns, numeration systems, fractions, decimals, elementary number theory, measurement, introduction to computers, and counting techniques. (Recommended for K-9 Education Majors and students who have not completed Algebra II.) 3-0-3. (Fall - Spring)

111. Trigonometry

A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3. (Spring)

112. College Algebra

Axiomatic properties of real numbers, sets, functions, equations, inequalities, progressions, permutations, and combinations. 3-0-3. (Fall - Spring)

204. Mathematics for Elementary Teachers I

A study of real numbers, probability, statistics, geometry, and algebra and the use of the computer with emphasis on understanding the concepts needed to teach elementary mathematics. Prerequisite: Mathematics 101 or 112 or 221. 3-0-3. (Fall)

205. Mathematics for Elementary Teachers II

A study of logic, methods of proofs, problem-solving, geometry and computers with emphasis on the concepts needed to teach elementary mathematics. Prerequisite: Mathematics 204. 3-0-3. (Spring)

216. Probability and Statistics

Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Three hours of college mathematics. 3-0-3. (Fall - Spring)

219. Calculus for Business and Social Sciences

A study of differentiation and integration with applications to business and the social sciences. Prerequisite: Mathematics 112. A student will not receive credit for both Mathematics 219 and 221. 3-0-3. (Fall - Spring)

221. Introductory Calculus

A course including the study of real functions and their graphs; slope, limit, continuity, derivatives with applications, integration with applications. A student will not be given credit for both Mathematics 219 and 221. 3-0-3. (Fall)

222. Calculus and Analytic Geometry I

The definite integral with applications; transcendental functions; techniques of integration. Prerequisite: Mathematics 221. 3-0-3. (Spring)

302. Linear Algebra

Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3. (Spring)

303. Modern College Geometry

Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3. (Spring of odd years)

304. History of Mathematics

A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3. (Fall of even years)

310. Number Theory

A study of number theory including Euclid's algorithm, prime numbers, indeterminate problems, Diophantine problems. Prerequisite: Mathematics 205 or 221. 3-0-3. (Spring of even years)

311. Discrete Mathematics

Elementary Combinatorics, (counting methods and graph theory), elementary Boolean Algebra, Tree building, Mathematics Induction, Network Models, Introductory Automata. Prerequisite: Mathematics 112. 3-0-3. (Spring)

312. Intermediate Analysis

Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222. 3-0-3. (Fall of even years)

321. Calculus and Analytic Geometry II

Trigonometric functions and their inverses, hyperbolic functions and their inverses, improper integrals, series. Prerequisite: Mathematics 222. 3-0-3. (Fall)

322. Multivariable Calculus

Polar coordinates, conic sections, solid analytic geometry, partial differentiation, multiple integration. Prerequisite: Mathematics 321. 3-0-3. (Spring)

400. Mathematical Statistics

A study in the theory of probability set functions, distributions of random variables, and functions, estimations, testing of hypotheses, analysis of variance and covariance. Prerequisite: Mathematics 321. 3-0-3. (Fall of even years)

401. Introductory Topology

A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 321. 3-0-3. (Fall of odd years)

403. Differential Equations

Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 321. 3-0-3. (Spring of even years)

404. Modern Abstract Algebra

A critical study of the real number system: elementary theory of groups, rings integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3. (Spring of odd years)

495,496. Independent Study

Prerequisites: Mathematics 322 and approval of the chairman of the department. O-Independent Study-3, 0-Independent Study-3. (On demand)

Mathematics Education

330. Methods of Teaching Mathematics (K-9)

Planning, teaching and evaluating mathematics in the elementary school. (For elementary education majors only.) 2-0-2. (Spring)

432. Methods of Teaching (Mathematics)

A study of the principles and objectives of secondary mathematics, general and specific teaching techniques, organization of content material, and enrichment materials. 2-0-2. (Fall of even years)

Computer Science

210. Introduction to Computer Fundamentals

Designed to introduce the student with little or no computer experience to the role and operation of computers in today's society, this course provides the beginner with opportunities to study the historical development of computers, compare the characteristics of several popular systems, use a variety of popular software packages and begin to write simple computer programs. This course cannot be counted toward a computer major or minor. (Cannot receive credit for Computer Science 210 and Management Information Systems 241.) 3-0-3. (Fall)

250. Algorithmic Language I

This course is designed to give the student an introduction to the BASIC (Beginner's All-Purpose

Symbolic Instruction Code) programming language and to provide basic skills in the use of this language. The student will analyze, evaluate, and program various application problems. 2-2-3. (Fall -Spring)

301. Pascal Programming*

PASCAL language and its applications to a variety of problems. Prerequisite: Mathematics 112. 2-2-3. (Spring)

305. Algorithmic Languages II*

FORTAN and its applications to scientific, engineering and commercial problems. Prerequisite: Mathematics 112 or 221. 2-2-3. (Fall)

360. Assembly Language Programming*

Fundamental programming techniques-assembly and machine languages. Prerequisite: Computer Science 301 or 305. 2-2-3. (Fall of odd years)

361. Operating Systems*

Survey of computer operating systems. Batch processing, time sharing, multiprocessing, real time control and disk operating systems. Prerequisite: Computer Science 360. 3-0-3. (Spring of even years)

380. Data Structures and Algorithm Analysis

Basic structures, graphs, algorithmic design and analysis, memory management, and system design. Prerequisites: Computer Science 250, 301, or 305. 3-1-3. (Fall 1986)

400. Numerical Methods and Scientific Programming Techniques*

Numerical methods in mathematical applications and advanced computer programming in various subroutines. Prerequisites: Computer Science 250 or 305 and Mathematics 302, 321. 3-1-3. (Fall 1986)

411. Software Design and Development

Design techniques, model of structured programming, top-down design, structured design, code reading and correctness, step-wise refinement and organization, segmentation. Prerequisites: Computer Science 250, 301, or 305. 3-1-3. (Spring 1986)

442. Information Systems

Simulation building techniques, queueing theory, linear programming, data structures, data base organization, file design, information retrieval and applications to other sciences. Prerequisites: Computer Science 250 or 305, and Mathematics 302. 3-0-3. (Spring 1987)

446. Architecture of Microcomputers and Microprocessors

Theory and techniques of microcomputer and microprocessor design, application of digit logic, code generation, software packages, and interfacing with peripherals. Prerequisites: Computer Science 250 or 305 and 360. 3-1-3. (Fall 1986)

450. Compiler

Principles of construction of compilers and building operating systems. Prerequisite: Computer Science 361. 2-2-3. (Spring 1986)

495, 496. Independent Study

Prerequisite: Approval of the chairman of the department. 0-Independent Study-3, 0-Independent Study-3. (On demand)

*Data Processing Fee Required.

Department of Natural Sciences

Courses in the natural sciences help students to understand better the natural world, including themselves. Majors in this department may prepare for graduate study, for teaching, and for several areas of professional study (agriculture, dentistry, medical technology, medicine, nursing, optometry, physician assistant, physical therapy, and veterinary medicine).

Please see appropriate sections for descriptions of the Medical Technology Program and the Physician Assistant Program.

Degree Requirements

	Semester Hours
The Bachelor of Science Degree with a Major in Biology	
BASIC COURSE REQUIREMENTS (Please see General Requirements for the Baccalaureate Degree.)	40-48
Biology 101 and a physical science. Mathematics 111 and 112 (Group B); Mathematics 111, 112, and at least 3 hours above 210 (Group C).	
MAJOR	30
Requires 30 hours of biology above core courses in the natural sciences (Biology 101 and a physical science), and must include one plant science (Biology 207, 208, or 210), one animal science (Biology 301, 401, or 422), ecology (Biology 402), 2 hours of seminar, and electives in biology to bring the total number of hours in biology to 30.	
SUPPORTIVE MINOR	16
Chemistry 111, 112, 201, and 202 are required.	
REQUIRED MINOR	15-18
Any minor offered outside the Department of Natural Science is acceptable. German and French are recommended.	
ELECTIVES	12-27
CONVOCACTION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Biology with Preparation for Secondary Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS	40-48
To satisfy the natural science requirement, those electing the chemistry major must take Chemistry 111 and Biology 101. The mathematics requirement must be met by taking Mathematics 111, 112, and 221.	
MAJOR	30
Requires 30 hours of biology above core courses in the natural sciences (Biology 101 and a physical science), and must include one plant science (Biology 207, 208, or 210), one animal science (Biology 301, 401, or 422), ecology (Biology 402), 2 hours of seminar, and electives in biology to bring the total number of hours in biology to 30	
SUPPORTIVE MINOR	15-18
Chemistry minor or physical science minor. A chemistry minor is recommended for those who wish to pursue an endorsement in chemistry.	

REQUIRED MINOR	18-19
Education 316, 445, 450, 325; Science Education 432 or Education 430.	
OTHER REQUIREMENTS	14
Psychology 302, 303	
Health 221	
6 hours of literature	
ELECTIVES (German is recommended)	0-11
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Chemistry

**Semester
Hours**

BASIC COURSE REQUIREMENTS	40-46
To satisfy the natural science requirement, those electing the chemistry major must take Chemistry 111 and Biology 101. The mathematics requirement must be met by taking Mathematics 111, 112 and 221 or Mathematics 221 only.	
MAJOR	30
The major requires 30 hours above Chemistry 111 and 112. These courses should include organic, analytical, physical, and biochemistry, with independent study being elective. At least two semesters of chemistry seminar are required.	
CROSS-DISCIPLINE MINOR	15-18
Chemistry 112, Physics 201, 202 and approved electives	
REQUIRED MINOR	15-18
Minor (specific or cross-disciplinary) not directly related to the major, as approved by the faculty adviser. German is recommended.	
ELECTIVES	12-28
CONVOCATION	0-4
TOTAL	128

The Bachelor of Science Degree with a Major in Chemistry with Preparation for Secondary (9-12) Teacher Certification

**Semester
Hours**

BASIC COURSE REQUIREMENTS	40-46
The social science requirements may be met by taking Psychology 201 and one course from the following areas: anthropology, economics, geography, political science, and sociology. To satisfy the natural science requirement, the chemistry major must take Chemistry 111 and Biology 101. The mathematics requirement must be met by taking Mathematics 111, 112 and 221 or Mathematics 221 only.	
MAJOR	30
The major requires 30 hours above Chemistry 111 and 112. These courses should include organic, analytical, physical, and biochemistry, with independent study being elective. At least two semesters of chemistry seminar are required.	
CROSS-DISCIPLINE MINOR	14-18
Physics 201 and 202, Science Education 432, and approved electives. German is recommended.	

REQUIRED MINOR	16
Education 316, 325, 445, and 450.	
OTHER REQUIREMENTS.....	14
Health 221, Psychology 302, 303, and 6 hours of literature.	
ELECTIVES	0-14
CONVOCATION	0-4
TOTAL	128

Minors

The Department of Natural Science offers the following minors:

Chemistry Minor (16 Hrs.)

Chemistry 111, 112	General Chemistry I & II
Chemistry 201, 202	Organic Chemistry I & II

Physical Science Minor (16 Hrs.)

Physics 201	General Physics
Chemistry 111	General Chemistry I
Geology 101	Physical Geology
AND	
Physics 202	General Physics II
OR	
Chemistry 112	General Chemistry II
OR	
Geology 102	Historical Geology

Health Science Minor (18 Hrs.)

Chemistry 305	Organic Chemistry/Biochemistry Health Science
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The remaining hours are selected from the following courses:

Biology 105	Microbiology for the Health Sciences
Biology 203, 204	Human Anatomy & Physiology I & II
Biology 303	Environmental Health
Biology 310	Nutrition
Biology 335	Pathophysiology

Biology Minor (16 Hrs.)

Biology 101	General Biology
Biology 402	Ecology

The remaining hours must be selected from two of the following three categories:

- I. Animal Sciences

Biology 201	Invertebrate Zoology
Biology 202	Vertebrate Zoology
Biology 315	Physiology
- II. Plant Sciences

Biology 207	Plant Diversity
Biology 208	Plant Anatomy & Physiology
Biology 210	Plant Systematics
- III. Cellular Biology

Biology 301	Genetics
Biology 401	Cell Biology
Biology 422	Biochemistry

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

Biology

101. General Biology

Introduction to the unifying principles of biology, including ecology, biological chemistry, cellular biology, genetics, reproduction, and development. 3-3-4. F, S, Su-1.

102. General Biology

Survey of diversity of organisms. 3-3-4. Su-2.

105. Microbiology for the Health Sciences

Study of the basic practical and theoretical concepts in microbiology and immunology. Material relevant to patient care is emphasized. *Not for biology majors.* 2-2-3. F.

201. Invertebrate Zoology

Phylogenetic survey of invertebrates, with emphasis on systematics, morphology, and ecology. Field work, individual term projects. Prerequisite: one semester of general biology or permission of instructor. 3-3-4. F, odd years.

202. Vertebrate Zoology

Systematic study of the vertebrates with emphasis on morphology, physiology, and ecology. Field study, laboratory exercises in morphology. Prerequisite: one semester of general biology or permission of instructor. 3-3-4. S, even years.

203. Human Anatomy and Physiology I

Survey of basic structure and function of the human body. Biological chemistry, cells, tissues, integumentary system, skeletal system, muscular system, digestive system, endocrine system. *Not for biology majors.* 3-2-4. F, Su-1.

204. Human Anatomy and Physiology II

Genitourinary system, reproductive system, respiratory system, cardiovascular system, sensory structures, nervous system. *Not for biology majors.* 3-2-4. S, Su-2.

206. General Microbiology

Introduction to microbiology and immunity. Applications in medicine, industry, and agriculture will be included. Designed primarily for biology majors. 3-3-4. S.

207. Plant Diversity

Systematic survey of the plant kingdom with emphasis on evolutionary changes in morphology, reproductive strategies, cellular development, and anatomy. 3-3-4. F.

208. Plant Anatomy and Physiology

Introduction to plant growth and development with emphasis on photosynthesis, hormonal controls, water relations, internal transport, responses to stimuli. Laboratories center around a survey of anatomical development, and emphasize a research project and darkroom techniques. 3-3-4. S, even years.

210. Plant Systematics

Systematic study of vascular plants with emphasis on the seed plants. Lecture is predominantly analyzing evolutionary morphological characteristics and classical taxonomy. Laboratory work is field-oriented and includes collection and identification of specimens. Prerequisite: Biology 207. 3-3-4. S, odd years.

301. Genetics

Study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. Prerequisite: Biology 101 or permission of instructor. 3-3-4. F.

303. Environmental Health

Study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data will be included. *Not for biology majors.* 3-0-3. Offered on demand.*

305. Environmental Microbiology

Application of standard methods for the examination of water, milk, food, and related substances. The sanitary and public health aspects of these determinations are related to the course. *Not for biology majors.* 3-0-3. F.

307. Applied Bacteriology and Immunology

Testing procedures utilized in public health and diagnostic bacteriological and serological laboratories are discussed and performed. Immunological bases for such procedures are discussed, demonstrated, and performed. *Not for biology majors.* 3-0-3. S.

310. Nutrition

Biochemical basis of how the body uses food. Relationship of nutrition to health. Practical aspects of obtaining, storing, and preparing food for maximum nutrition. Nutrition through the life cycle. Diets. 3-0-3. S, even years.

311. Nutrition Laboratory

0-3-1. S, even years

315. General and Comparative Animal Physiology

Survey of how animals solve fundamental physiological problems. Emphasis on homeostatic mechanisms. Examples from molecular, cellular, systems, and organismic levels, using both invertebrates and vertebrates. Prerequisites: Biology 101 and one semester of organic chemistry. 3-3-4. F, even years.

335. Pathophysiology

Study of alterations in normal body structure and function associated with various disease processes. *Not for biology majors.* 3-0-3. Offered on demand.*

385, 386. Practicum in Life Sciences

Practical experience in designing, setting up, and teaching laboratory. Recommended for all biology majors, particularly those planning to teach. No more than two hours credit may be used toward filling major requirements. Prerequisite: approval of department chairman and laboratory instructor(s). 0-6-1, 0-6-1. Offered by arrangement.

391, 392, 491, 492. Biology Seminar

Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391 and 392, and seniors in 491 and 492. Each course. 1-0-1. F, S.

401. Cell Biology

Survey of cellular structure and function with emphasis on biochemical and physiological mechanisms. Techniques for investigating cells. Prerequisites: Biology 101 and Chemistry 202 and 422. 3-3-4. S, even years.

402. Ecology

Study of the interaction of organisms and their adaptations to their physical environment. the ecosystem approach is emphasized along with population and community ecology. 3-3-4. F.

404. Developmental Biology

Study of the basic developmental processes including fertilization, differentiation, morphogenesis, embryogenesis, growth, and aging. Selected examples drawn from microorganisms, plants, invertebrates, and vertebrates. Prerequisites: Biology 301 and Chemistry 201. 3-0-3. S, odd years.

*Courses offered on demand must meet minimum enrollments as determined by the Academic Dean.

405. Topics in Advanced Biology

Study of specific areas in biology not covered by other upper level courses. Course content will vary and will reflect student and faculty interests. Prerequisites: Biology 101 and permission of instructor. 3-3-4 or 3-0-3. Offered on demand.*

411. Immunology

Study of the mammalian immune system with emphasis on human immunology. Theoretical and practical aspects will be considered. Diagnostic, therapeutic, and research applications of immunology will also be included. Prerequisite: Chemistry 202. 3-0-3. S, even years.

422. Biochemistry

Survey of proteins, including enzymes; metabolism; chemistry of inheritance, immunological reactions, hormones. 3-3-4. S.

495, 496. Independent Study

Individual work planned to meet the need and interests of qualified students. Time and credits (1-3 hours) by arrangement in semester prior to term in which work is done.

Chemistry

103. Introductory Chemistry

Recommended for nonscience and nursing majors. Emphasis on application of the basic principles of chemistry: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, reactions and equations, matter and energy, atomic theory, structure and bonding, and solutions. Prerequisites: placement out of Mathematics 100 (or its equivalent for transfer students) and no previous college credit for chemistry with a grade of C or higher. 3-3-4. S, F, Su-2.

111. General Chemistry I

Recommended for first-year science and mathematics majors. The first of a two-semester comprehensive coverage of the fundamental laws and theories of chemistry: history, measurements, mathematical manipulations, dimensional analysis, formula writing and nomenclature, thermochemistry, gas laws, quantum theory of electronic structure, chemical bonding, and physical properties. Prerequisite or co-requisite: Mathematics 112. (This course may *not* be used with Chemistry 103 to meet basic science course requirements.) 3-3-4. F.

112. General Chemistry II

Continuation of Chemistry 111: solutions, chemical spontaneity, equilibria, reaction rates and kinetics, acids-base behavior, redox reactions, nuclear chemistry, and organic or inorganic reactions. Prerequisite: Chemistry 111 with a minimum grade of C or by permission of instructor. 3-3-4. S.

201, 202. Organic Chemistry I and II

Comprehensive coverage of the reactions and structures of aliphatic and aromatic compounds. Laboratory involves typical compound preparations. Prerequisite: Chemistry 112. 3-3-4. 3-3-4. 201, F; 202, S.

301. Analytical Chemistry I

Modern methods of chemical and instrumental analysis as applied to chemistry, biology, and medicine: phase-change separations, extraction, chromatography, spectrophotometry, and spectroscopy (UV-VIS and IR). Prerequisite: Chemistry 112; prerequisite or co-requisite: Chemistry 201. 3-3-4. F, even years.

302. Analytical Chemistry II

Continuation of Chemistry 301: NMR and mass spectroscopy electrochemistry, acid-base equilibria and titrations, and kinetics. Prerequisite: Chemistry 301. S, odd years.

305. Organic Chemistry and Biochemistry for Health Sciences

Study of the structure and function of organic and biological molecules. Some topics which will be included are basic organic reactions, metabolism (including metabolic disorders), molecular genetics, regulatory molecules (hormones), and an introduction to clinical chemistry. *Not for science majors.* Prerequisite: Chemistry 103 or 111 or permission of instructor. 3-0-3. Offered on demand.*

**Courses offered on demand must meet minimum enrollments as determined by the academic dean.*

391, 392, 491, 492. Chemistry Seminar

Directed reading, study, and discussion designed to reemphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related fields, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and seniors in 491, 492. Each course 1-0-1. F, S.

401, 402. Physical Chemistry I and II

Application of laws of physics and mathematics to chemistry; emphasis on thermodynamics and dynamics. Prerequisite: Mathematics 221. 3-3-4, 3-3-4. 401, F, odd years; 402, S, even years.

422. Biochemistry

(Please see under Biology.)

395, 396, 495, 496. Independent Study

Individual work designed to meet the needs and interests of exceptionally qualified students. Juniors will enroll in 395 and/or 396, and seniors in 495 and/or 496. Time and credits (1-3 hours) by arrangement in semester prior to term in which work begun.

Geology

101. Physical Geology

Survey of the distribution, processes of formation, alteration, and transportation of materials composing the earth. The composition and basic identification of common minerals and rocks, and the use of geologic and topographic maps are considered. 3-2-3. F, S.

102. Historical Geology

A survey of geologic history of the earth as told by rocks. Emphasis will be placed on plate tectonics and the development of life throughout geologic times. 3-2-4. S.

405. Topics in Geology

Study of specific areas in geology not covered by other geology courses. Course content will vary and will reflect student and faculty interest. 3-3-4 or 3-0-3. Offered on demand.

Science Education

101. (GOAL 301). Life and Physical Science (Early Childhood and Intermediate)

Introduction to the physical sciences with emphasis on physics and chemistry. *For elementary education majors only.* 3-2-4. F, S.

102. (GOAL 302). Life and Physical Science (Early Childhood and Intermediate)

Introduction to the earth and biological sciences, with emphasis on natural resources and the environment. *For elementary education majors only.* 3-2-4. S.

103. Oceanography, Meteorology, and Astronomy

Survey of physical and biological oceanography. Principles of meteorology; interrelationships of seas and global weather patterns. Concepts of astronomy and space science; experience with telescopes and identification of constellations. *For education majors only.* 3-2-4. F.

330. Science Methods

Methods of teaching science (K-9). Planning, teaching and evaluation of science in the elementary school. *For elementary education majors only.* 2-0-2. S.

432. Methods of Teaching (Science)

Methods of planning, teaching, and evaluating science in the high school. *For secondary education majors only.* 2-0-2. F.

Physics

103. Introductory Physics

A study of the elementary concepts of mechanics, wave motion, electricity, magnetism, optics, and nuclear energy. 3-2-4. F, S.

201, 202. General Physics

The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion

sound, light, magnetism, electricity, and nuclear energy. Prerequisites: Mathematics 111, and 112. 3-3-4, 3-3-4. F, odd years; S, even years.

203, 204. Physics for Engineers

Techniques of calculus will be applied to the study of mechanics, heat and molecular physics, wave motion and sound, light, electricity and magnetism, with the fundamentals of particle physics and the revolutionary conceptual developments of the twentieth century properly fitted into the classical topics. Co-requisite: Mathematics 221. 3-3-4, 3-3-4. F, even years; S, odd years.

Science — GOAL (For GOAL Program Non-Education Majors Only)

301. Practical Life Science

Practical and classical aspects of science. Discussion topics include hobbies, population and aging, quality of life and survival. 2-0-3. Offered on demand.*

302. Practical Physical Science

Introduction to structure and behavior of matter. Emphasis is on physical and chemical principles, and practical applications of these principles. 2-0-3. Offered on demand.*

303. Human Biology

Brief survey of human structure and function, with emphasis on human genetics, disease and reproduction. 2-0-3. Offered on demand.*

321. Energy

Introduction to laws of thermodynamics; units of energy and energy transformations; survey of major sources of energy, with emphasis on limitations of each; socio-economic and political aspects of present and future energy demands. 2-0-3. Offered on demand.*

322. Environment

Survey of principles of ecology with emphasis on human impact on the environment. Literature of ecological movement in the U.S. since 1960. Field trips. 2-0-3. Offered on demand.*

**Courses offered on demand in the GOAL Program must meet minimum enrollments as determined by the Assistant Academic Vice President for Special Studies.*

Department of Psychology

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of persons. The department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments.

Degree Requirements

The Bachelor of Science Degree with a Major in Psychology

Semester Hours

BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Psychology 201 and 206, which are required, will satisfy the social science requirement, and Biology 101 and one other science are recommended for the natural science requirement.	
MAJOR — (36 hours, 6 counted in Basic Course Requirement)	30
Psychology 201, 206, 397, and 441 or 444 are required. Fifteen hours, excluding Psychology 498, must be earned at the 400 level.	
REQUIRED MINOR	15-18
Psychology majors are required to select a minor from religion, business, philosophy, mathematics, natural science, literature, sociology, computer science, foreign language or other areas in consultation with the faculty adviser.	
ELECTIVES	24-43
CONVOCATION	0-4
TOTAL	128

The Department of Psychology encourages majors to structure a second major from other academic areas in consultation with the faculty adviser.

Minor in Psychology

The Department offers a minor in psychology which consists of 18 semester hours. Psychology 201 and Psychology 206 are required. Twelve additional hours in courses numbered above Psychology 302 are required. Six of these twelve hours must be at the 400-level.

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

Psychology 201 is a prerequisite for all other courses in psychology.

201. General Psychology

A survey of psychology as the scientific study of behavior. The areas include learning, motivation, personality, measurement, and developmental process, social adjustment, and the biological bases of behavior. 3-0-3.

206. Developmental Psychology

The psychological evolution of the individual through the life span and effect of the bio-social field on the evolution. 3-0-3.

301. Child Psychology

A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. 3-0-3.

302. Adolescent Psychology

The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. 3-0-3.

303. Educational Psychology

An analysis of the basic principles of classroom learning with emphasis upon the application of theory to practical situations. Special attention is also given to fundamental testing practices and measurement concepts. 3-0-3.

305. Psychology of Personality

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 3-0-3.

307. Physiological Psychology

An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. 3-0-3.

310. Social Psychology

A study of the interactions of persons in American society including such topics as group dynamics and pressure, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. 3-0-3.

380. Personal Assessment and Adjustment

A study of the theoretical and experimental bases of self-actualization and interpersonal development. Prerequisite: junior or senior standing. 3-0-3.

396. Introduction to Statistics

An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology

An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

401. Psychopathology

Survey and analysis of the major mental disorders, interpretations, and theories of therapy, including the relationship of abnormal behavior to social norms. 3-0-3.

402. Introduction to Counseling

The study of the basic theories of counseling integrated into a problem-management model. Laboratory emphasis is on the implementation of the skills and processes of behavioral change using a systematic, integrated framework. Prerequisite: Psychology 401. 3-0-3.

403. Human Behavior in Organizations

The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. (See Management 403). 3-0-3.

405. Psychology of the Exceptional Child

A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: Psychology 206 or 301. 3-0-3.

408. History and Systems

A study of the major systems and schools of psychology. 3-0-3.

412. Psychology of Aging

An introduction to the psychological, social, and biological aspects of aging. 3-0-3.

441. Psychology of Learning

A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. 3-0-3.

444. Psychological Measurement and Appraisal

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. 3-0-3.

491, 492, 493. Seminar in Psychology

1-0-1, 2-0-2, 3-0-3.

495, 496. Independent Study

An in-depth research study for seniors majoring in psychology working under the guidance of the psychology department faculty. The paper/project shall become a part of the holdings of Dover Library at the conclusion of the course. Prerequisites: Approval of the professor, department chairman, and concurrence of the Academic Dean. 0-Independent Study-3, 0-Independent Study-3.

497-498. Internship in Psychology

Prerequisite: senior standing and departmental approval. 1-5-3, 1-5-3.

Department of Religious Studies and Philosophy

The purpose of the Department of Religious Studies and Philosophy is to be seen in a two-fold manner:

1. For all students of the college, the presentation of the Christian heritage as a part of the student's liberal arts education in a church-related college.
2. For the students who choose to pursue a major in the department, the preparation of the students both to think and to act responsibly with the knowledge gained, so that the students can pursue further study and a life of servant leadership.

Degree Requirements

For a Bachelor of Arts degree with a major in Religious Studies a student may choose to concentrate in one of three areas: Religion, Education Studies or Recreation Studies:

The Bachelor of Arts Degree with a Major in Religious Studies concentrating in Religion

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	43-52
Psychology 201 and Sociology 201 are required and will satisfy the social science requirement. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, or 307, and 3 hours from Religion 311, 312, 314, 316, or 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 327, 333, or 337.	
Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 341, 345, or 347.	
Area IV. Related Disciplines. Select 3 hours from Religious Education 271, 371, 372, 373, or 375.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, or 494.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, 495, Religious Education 270, 271, 374, or 401. Six hours of Greek language may apply toward the major after the Basic Course Requirements are satisfied.	
REQUIRED MINOR.	15-18
The required minor must be taken in one discipline outside of the Department of Religious Studies and Philosophy.	
SUPPORTIVE MINOR.	15
The student must fulfill the following requirements:	
(1) Take two literature courses offered by the Department of English Language, Literature, and Communications.	
(2) Take one of the following: Religion 358, 397, or Religious Education 397.	
(3) Choose six hours from the following: Philosophy 200, Sociology 203, 320, 356, Management Information Systems 240, Greek 300, 301, 302, Business Administration 207, Latin 301, History 310, and Communications 280.	

ELECTIVES	9-25
CONVOCATION	0-4
TOTAL	128

**The Bachelor of Arts Degree
with a Major in Religious Studies
concentrating in Recreation Studies**

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group A)	43-52
Psychology 201 and Sociology 201 are required and will satisfy the social science requirement. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR	30
Area I. Select 3 hours from Religion 302, 303, 306 or 307.	
Area II. Select 3 hours from Religion 311, 312, 314, 316 or 317.	
Area III. Select 3 hours from Religion 243 or 333.	
Area IV. Take each of the following courses: Religious Education 270, 271, 371, 372, 373, 375 and 490.	
REQUIRED CROSS-DISCIPLINE MINOR.	15
(1) Select two literature courses (6 hours) offered by the Department of English Language, Literature, and Communications.	
(2) Select 9 hours from the following: Business Administration 207, Management Information Systems 240, Greek 301, 302, Greek Civilization 300, History 322, 323, 327, Music 265, Interpreter Training 101, 102, Sociology 203, 320, 356, Psychology 206, 301, 302, Religious Education 401, Health 221, Communications 280 and substitutions, as approved by the faculty adviser.	
SUPPORTIVE MINOR	18
(1) Select 3 hours from Recreation 311, 407 or 408.	
(2) Take each of the following courses: Health 222, Psychology 374, Recreation 310, 312 and 450.	
ELECTIVES	9-22
CONVOCATION	0-4
TOTAL	128

**The Bachelor of Arts Degree
with a Major in Religious Studies
concentrating in Education Studies**

**Semester
Hours**

BASIC COURSE REQUIREMENTS (Group A)	43-52
Psychology 201 and Sociology 201 are required and will satisfy the social science requirement. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours: 3 hours from Religion 302, 303, 306, or 307, and 3 hours from Religion 311, 312, 314, 316 or 317.	
Area II. Christianity History and Thought. Select 3 hours from Religion 322, 323, 324, 325, 326, 333, or 337.	
Area III. Christianity and the World. Select 3 hours from Religion 243, 246, 341, 345, or 347.	
Area IV. Religious Education 271.	

Area V. Senior Studies. Take both of the following: Religious Education 375 and 490.

Area VI. Take each of the following: Religious Education 270, 372, and 373.

REQUIRED MINOR 15-18

A student may select a minor from any other department that offers one.

A student may wish to take courses from various departments constituting a cross-discipline minor. The above choices must be approved by the student's faculty adviser.

SUPPORTIVE MINOR 15-16

Take any two literature courses offered by the Department of English Language, Literature and Communications plus both Religious Education 374 and 371. Choose 3 hours from the following: Religious Education 401, Music 265, one psychology course, Health 221, 222, Religious Education 377 or Religious Education 397. If either Religious Education 377 or 397 is not taken in this category, one of them must be taken in Electives.

ELECTIVES 8-25

CONVOCATION 0-4

TOTAL 128

In order for a student to earn a minor in Religious Studies, the following eighteen hours will be required:

1. one advanced Old Testament course
2. one advanced New Testament course
3. one course chosen from the following: Religion 322, 323, 324, 326, 327, 333, or 337
4. one course selected from the following: Religion 243, 246, 341, 345, or 347
5. Select one course in the area of Religious Education
6. Select any course above the 100 level offered by the department, except Religion 304, or 305.

Description of Courses

Religion

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

101. Introduction to the Old Testament

3-0-3. (This course is not open to students who have satisfactorily completed Religion 304.)

102. Introduction to the New Testament

3-0-3. (This course is not open to students who have satisfactorily completed Religion 305.)

243. Religion and Modern Experience

An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

246. Eastern Religions

An historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. Biblical Backgrounds

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.

302. The Sacred Writings

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

303. Old Testament Prophets

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

304. Old Testament Survey

(This course is not open to students who have satisfactorily completed Religion 101.) 3-0-3.

305. New Testament Survey

(This course is not open to students who have satisfactorily completed Religion 102.) 3-0-3.

306. Old Testament Thought

The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation and eschatology. 3-0-3.

307. Studies in the Pentateuch

A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

311. The Teachings of Jesus

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

312. Life and Letters of Paul

A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought

A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

316. The Writings of John

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317. The General Epistles and Hebrews

A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

322. Early and Medieval Christianity

A survey of the history of the Christian church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity

Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity

An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325. Baptist History and Thought

An historical study of the Baptist movement since the seventeenth century. 3-0-3.

326. Christian Missions

A study of the history of world missions of the Christian movement with emphasis upon its biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

327. The Reformation Era

This is a period study of Europe, giving special emphasis to religious changes. Beginning with fourteenth century Italy, it concludes with the Puritan struggle in England. 3-0-3.

333. Basic Christian Beliefs

An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion

An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

341. Basic Christian Ethics

A systematic study of the nature of morality, the principles of biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

345. Black Church History

A survey of the religious and political history of the Black church, together with a look at the modern Black church, Black religious leaders, and Black theology. 3-0-3.

347. Judaism

A study of the history and experience of the Jewish people, including the religion and philosophy characteristic of the Judaic movement. 3-0-3.

354. Christian Preaching

The fundamentals of sermon preparation and delivery. Prerequisites: six hours of religion. 3-0-3.

358. The Pastor's Work: A Practicum

A study of the minister's personal development and his work as pastor of a church. Prerequisite: approval of the instructor. 2-Practical Experience-3.

397. Pastoral Internship

A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: approval of instructor and department. 0-Practical Experience-3.

491. Old Testament Seminar

3-0-3.

492. New Testament Seminar

3-0-3.

493. Church History Seminar

3-0-3.

494. Contemporary Theology Seminar

3-0-3.

495. Independent Study

A course consisting of guided readings, independent research, conferences with the supervising professor, and the production of a final paper reflecting the student's synthesis of readings, research and conferences. The final paper shall become part of holdings of the Dover Library. 0-Independent Study-3.

Religious Education

270. Introduction to Religious Education Foundations

An inquiry into the history, philosophy, and vocational possibilities of religious education as well as the history of Southern Baptist organizations of religious education and how they relate to Southern Baptist polity and structure. 3-0-3.

271. Introduction to Religious Education Ministries

Guided studies, observations, and practical experiences in the educational leadership in the church, including special study in the areas of personal growth and development, church renewal, and outreach ministries. 3-1-3.

371. Religious Education of Pre-schoolers and Children

A study of the educational principles utilized in the religious education of pre-schoolers and children. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and the limitations of organizations and methods designed to teach them. 3-0-3.

372. Religious Education of Youth and Adults

A study of the education principles utilized in the religious education of youth and adults. Special emphasis will be given to the developmental characteristics of these age-groups as well as the values and limitations of organizations and methods designed to teach them. 3-0-3.

373. Religious Education Foundations: Church Administration

A study of church polity, leadership, and administration with special attention given to organizational development theory and public relations. 3-0-3.

374. Psychology of Religion

A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Prerequisite: Psychology 201. 3-0-3.

375. Religious Education Foundations: Organizations and Curriculum

An in-depth study of the Southern Baptist organizations of religious education, their function in a church, their structure, and their respective curricula. 3-0-3.

377. Field Education: The Ministry of Education

A semester spent in part-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the department. 0-Practical Experience-1.

397. Religious Education Internship

A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: approval of the instructor and the department. 0-Practical Experience-3.

401. Counseling for Church Leaders

A study of basic counseling techniques, such as, referral, qualifications of the counselor, theories of personality, etc., along with a consideration of basic counseling theories. A special emphasis will be given to a study of Integrity Therapy, Reality Therapy, Behavior Modification, and Transactional Analysis. Prerequisites: 6 hours of psychology. 3-0-3.

490. Religious Education Seminar

Independent research, guided reading, and group investigation offer the senior student the opportunity to study more deeply the total scope of the religious education ministry. Prerequisites: Religious Education 270 and senior standing. 3-0-3.

495. Independent Study

An in-depth study for seniors majoring in religious studies who wish to write a research project in the field of religious education under the guidance of a faculty member assigned by the department. The final paper shall become a part of the holdings of the Dover Library. Prerequisites: approval of the instructor and of the department. 0-Independent Study-3.

Philosophy

200. Introduction to Philosophy

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.

Special Programs

The Bachelor of Science Degree with a Major in Medical Technology

Gardner-Webb College has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with Charlotte Memorial Hospital whereby students may earn the Bachelor of Science degree in medical technology.

The agreements provide that the student will do three years work at the college and the final year of study, a full calendar year, at the clinical facility. The degree will be granted by Gardner-Webb College.

Degree Requirements	Semester Hours
BASIC COURSE REQUIREMENTS (Group B)	48
The natural science requirement must be met by taking Biology 101, any upper level biology course, and Chemistry 111 and 112. Mathematics 111 is required and will satisfy the mathematics requirement.	
MAJOR	32
The program of medical technology at the Bowman Gray School of Medicine or the Charlotte Memorial Hospital takes the place of the major.	
SUPPORTIVE MINOR	17
Biology 105, 203, 204, 206, and 411.	
CROSS-DISCIPLINE MINOR	15
Mathematics 112 is required. Other courses will be selected from areas outside of natural science.	
OTHER REQUIREMENTS	8-23
Chemistry 201 and 202 are required. Physics 103, or 201/202, Biology 301 and 422 are recommended.	
ELECTIVES	0-8
CONVOCATION	0-3
TOTAL	128

The Bachelor of Science Degree Leading to Certification as a Physician Assistant

The Physician Assistant Program is a cooperative program with the Bowman Gray School of Medicine. The student who enters the program will attend Gardner-Webb College for the first three years, and may then apply for admission into the Physician Assistant Program at Bowman Gray School of Medicine. After a two year program at Bowman Gray the student will graduate with a baccalaureate degree from Gardner-Webb College and will receive a Physician Assistant Certificate of graduation from Bowman Gray. Final certification as a physician assistant will be completed upon passage of an examination which is required by the state of North Carolina and most other states. The satisfactory completion of the examination satisfies the requirements for the student to be certified by the National Commission of Certification of Physician Assistants.

Entrance into the program at Bowman Gray requires that the student complete the Gardner-Webb College requirements and have at least 1,000 hours or a minimum of six months of clinical experience that includes interactions with patients and some responsibility for their care. Optimally, the student should have two years or more of clinical

experience before making application to the Bowman Gray phase of the program.

The Gardner-Webb College requirements are designed to allow the student to enter the Physician Assistant Program or continue at Gardner-Webb and graduate with a degree either in biology or chemistry depending on the interest of the student.

Degree Requirements	Semester Hours
BASIC COURSE REQUIREMENTS (Group C)	40-46
The social science requirements must be met by taking psychology and/or sociology.	
The mathematics requirement is Mathematics 111 and 112, or 221.	
Biology 101 and Chemistry 111 are required.	
MAJOR	32
The Physician Assistant Program at Bowman Gray School of Medicine takes the place of the major.	
SUPPORTIVE MINOR	17
Biology 203, 204, 206, 301, and 391 or 392.	
OTHER REQUIREMENTS	
<i>Chemistry route:</i> Chemistry 112, 201, 202, 422; Physics 201, 202, Mathematics 221	27
<i>Biology route:</i> Chemistry 112, 201, 202, 422	16
ELECTIVES	2-23
CONVOCATION	0-4
TOTAL	128

Sign Language Studies

The objectives of this program are:

1. To train students in the skill areas necessary to provide quality interpreting services to deaf and hearing people.
2. To acquaint the students with the personal, social, and intellectual development of deaf people.
3. To train students in supportive skill areas (tutoring, notetaking) to increase their employability.

Any course in this program may be applied to a baccalaureate program.

Degree Requirements

The Associate of Arts Degree in Sign Language Studies

	Semester Hours
BASIC COURSE REQUIREMENTS	29
All of the following courses are required:	
English 101 and 102; Religion 101 and 102; Mathematics 112; Psychology 201; History 101; Sociology 201; Art 207 or Music 125, or Theater Arts 101; Physical Education 101 and another course numbered between 102 and 206.	
MAJOR	34
Interpreter Training 101, 102, 103, 150, 200, 201, 250; Interpreter Training Labs 110, 111, 112, 113, 115, 116; Interpreter Training Practicum 220, 260.	

CONVOCATION	2
TOTAL	65

Calendar

Associate of Arts Degree

Sign Language Studies

First Semester

English 101.....	3
Religion 101	3
Physical Education	1
Psychology 201	3
Interpreter Training 101	3
Interpreter Training 201	3
	16

Second Semester

English 102.....	3
Religion 102	3
Mathematics 112	3
Interpreter Training 102	3
Interpreter Training 150	3
Interpreter Training 115	1
Interpreter Training 112	1
	17

Third Semester

History 101	3
Fine Arts.....	3
Physical Education	1
Interpreter Training 103	3
Interpreter Training 113	1
Interpreter Training 116	1
Interpreter Training 110	1
Interpreter Training 250	3
	16

Fourth Semester

Sociology 201	3
Interpreter Training 200	3
Interpreter Training 260	6
Interpreter Training 111	1
Interpreter Training 220	1
	14

Description of Courses

The first digit after each course description designates the required classroom hours per week; the second digit, required laboratory hours per week; the third, semester hours credit.

Interpreter Training

101. Manual Communication I

An introduction to basic signs, sign systems, and the people who use them. 3-0-3.

102. Manual Communication II

A continuation of Sign Language I and its goals. Additional topics to be covered are the use and reading of ASL in conversation. 3-0-3.

103. American Sign Language for Interpreters

An indepth study of the "language of the deaf community." Trainees will acquire a large repertoire of vocabulary, idioms, and colloquialisms in both expressive and receptive situations. 3-0-3.

110. Classroom Interpreting Lab I (Arts and Humanities)

Through observation and the use of video tapes, the students will improve receptive and expressive skills while increasing sign and oral vocabulary in these areas. 0-1-1.

111. Classroom Interpreting Lab II (Scientific and Technical)

Through observation and the use of video tapes, the students will improve receptive and expressive skills while increasing sign and oral vocabulary in these areas. 0-1-1.

112. Religious Interpreting Lab

Students will review both video and audio tapes to increase vocabulary and skills in this area. 0-1-1.

113. Sign-to-Voice Lab I

Students will receive video tapes using a variety of manual communication systems. Lab experience will also cover public speaking skill development. 0-1-1.

115. ASL Lab

Students will review ASL vocabulary tapes and recorded spoken English discourse to improve expressive and receptive ASL skills. 0-1-1.

116. Interpreting in Specialized Settings Lab

Students will observe interpreting in settings such as hospitals, police stations, and professional offices, and through role-playing and video tapes will refine signing skills for these situations. 0-1-1.

150. Fundamentals and Theories of Interpretation

Topics covered are ethics, comportment, client-interpreter relationship, client's linguistic competency, oral and manual interpreting, interpreting as a profession, professional organizations, state, local, and national organizations for the deaf clients. 3-0-3.

200. Principles of Tutoring and Notetaking

Students receive an introduction to the information necessary to work as an interpreter-tutor in the mainstreamed classroom. 3-0-3.

201. Psycho-Social Aspects of Deafness

A study of the effects of deafness on psychological development and social adjustment of hearing impaired persons. Involves history of deafness, fundamentals of audiology, etiologies, language development, cognitive development, and psychosocial adjustment. Current research on the psychological and sociological aspects of deafness will be reviewed. 3-0-3.

220. Tutoring-Note Taking Practicum

0-1-1.

250. Interpreting for Special Populations

Interpreting for clients with limited language (English and Sign) competency, the deaf-blind client, the Rochester Method user, the elderly deaf client, and the physically disabled signer. 3-0-3.

260. Interpreting Practicum

0-6-6.

Special Notes

Lab Courses:

Using video-tape and voice recordings, these classes will allow students the opportunity to improve both receptive and expressive skills in the area indicated. Students will also spend approximately 25% of class time in observation.

Practicum Courses:

Students will be required to complete a practicum schedule that will give them the opportunity to refine skills learned in the program. The practicum will be actual, not simulated.

Military Science

Military Science offers a basic program and an advanced program. Satisfactory completion of six semester hours in the basic program, basic camp, prior military experience, or three years of JROTC may qualify the student for the advanced program. Successful completion of the advanced program, together with a college degree, qualifies the graduate for either a reserve or regular commission as a Second Lieutenant in the United States Army. Advanced program students are required to participate in the weekly military science lab. Students in the basic program are encouraged to participate in the department's adventure training. The Military Science Department does not offer a major. At present, only the advanced program is offered.

Advanced Program

301. Military Science

Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, the Soviet soldier and communications. There will be one weekend field-exercise and a weekly leadership laboratory. 3-1-3.

302. Military Science

Development of skills useful for advanced camp including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and the use of various weapons. There will be two weekend field-exercises and a weekly leadership laboratory. 3-1-3.

401. Military Science

Includes a study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics, professionalism, and personnel counseling. Students plan and conduct weekly leadership laboratories to include a field training exercise for Military Science 301 students. Mandatory laboratory each week. 3-1-3.

402. Military Science

This course completes the Military Science requirement for commissioning. Subjects include military justice, history of warfare, military logistics, military intelligence, Army maintenance management, the role of the NCO and officer-enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership labs and two field training exercises for Military Science 302 students. Mandatory laboratory each week. 3-1-3.

Registry

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Term Expiring 1988

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Statesville, N.C.
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Ray Webb Lutz
Shelby, N.C.
Bernard Parker
Raleigh, N.C.
William J. Redman
Statesville, N.C.
Donald L. Warren
Marion, N.C.

Faculty

Faculty*

CRAVEN EDWARDS WILLIAMS (1976)**, D. Min.

President of the College

B.A., Wake Forest University; M. Div., Southeastern Baptist Theological Seminary; D.Min., Union Theological Seminary.

JOHN R. DRAYER (1973), Ph.D.

Vice-President for Academic Affairs; Professor, Religion

B.A., Belmont College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional study, University of North Carolina - Chapel Hill.

GARLAND H. ALLEN (1961), Ph.D.

Professor, Religion, History

B.A., Ouachita Baptist College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional study, Memphis State University.

ELIZABETH T. ANDERSON, Medical Technology

Education Coordinator, Charlotte Memorial Hospital and Medical Technology

B.A., University of North Carolina at Greensboro; Med. Tech., Bowman-Gray School of Medical Technology.

CHARLES S. ANDREWS (1960), Ph.D.

Chairman, Department of Foreign Languages and Literature; Professor, French, Spanish

A.B., Wofford College; M.A., Emory University; Additional study, Sorbonne, University of Paris; Ph.D., Florida State University.

STANLEY C. ANDREWS (1984), M.Ed.

Assistant Professor, Physical Education

B.S., M.Ed., Mississippi State University; Ed.D. Candidate, University of Mississippi.

ANDREW N. ASH (1983), Ph.D.

Assistant Professor, Biology

B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto.

MIRIAM ASH-JONES (1979), M.L.S.

Media Librarian

B.S., University of Florida; M.S., North Carolina State University; M.L.S., University of North Carolina - Greensboro.

MARTHA L. BASKIN (1980), M.S.N.

Assistant Professor, Nursing

B.S.N., Winston-Salem State University; M.S.N., Medical College of Georgia.

CAROLYN ANN BILLINGS (1979), D.M.A.

Associate Professor, Music

B.M., Salem College; M.M., University of Illinois - Champaign - Urbana; D.M.A., University of Missouri - Kansas City.

*As defined by the Faculty Constitution.

**The date after a name indicates the first year at Gardner-Webb College.

***On leave of absence.

- A.M. BLACK (1984), Ed.S.
Assistant Professor, Mathematics
 A.A., Wingate College; B.S., Campbell University; M.A., Ed.S., Appalachian State University; Additional study, University of the South - Sewanee; Clemson University; University of North Carolina - Charlotte; Auburn University.
- SALLIE L. BLACK (1982), M.A.
Instructor, Physical Education
 Head Coach, Women's Basketball, Softball.
 B.S., M.A., Western Carolian University.
- GILMER WARREN BLACKBURN (1968), Ph.D.
Director, Graduate Studies; Professor, History
 A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina - Chapel Hill.
- ROBERT REID BLACKBURN (1958-62; 1969), Ed.D.
Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education
 A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.
- ERNEST MONROE BLANKENSHIP (1965), M.A.
Chairman, Department of English Language, Literature and Communications; Associate Professor, English
 B.S., Western Carolina University; M. Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional study, Appalachian State University; University of North Carolina - Chapel Hill.
- LOIS BOLON (1984), M.S.
Assistant Professor, Nursing
 B.A., University of Colorado; M.S., East Carolina University.
- ERNICE DYSON BOOKOUT (1980), Ph.D.
Associate Professor, Education
 B.S., East Texas Baptist College; M.Ed., University of North Florida; Ph.D., Florida State University.
- I. GLENN BOTTOMS*** (1983), Ph.D.
Associate Professor, Economics
 B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University.
- JOYCE COMPTON BROWN (1966), Ph.D.
Professor, English
 B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi; Additional study, Appalachian State University.
- LESLIE MORRIS BROWN (1966), Ph.D.
Professor, Biology
 B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.
- BARBARA N. BURKETT (1979), Ph.D.
Chairman, Department of Natural Sciences, Professor, Biology
 B.S., North Carolina State University; Ph.D., Western Reserve University.
- SUE CHAMPION CAMP (1976), M.A.T., CPS
Assistant Professor, Business
 B.S., Gardner-Webb College; M.A.T., Winthrop College; Additional study, University of South Carolina - Columbia; Ed.D. Candidate, University of Tennessee.

JANIE M. CARLTON (1982), Ed.D.

Chairman, Davis School of Nursing; Director, Baccalaureate Degree Nursing Program; Professor, Nursing

B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University.

BETTY E. McCLURE CARPENTER (1965), Ed.D.

Associate Professor, Psychology

A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina - Chapel Hill; Ed.D., Nova University; Additional study, Appalachian State University; North Carolina State University; University of North Carolina - Chapel Hill; Western Carolina University; City University of New York.

WALLACE REID CARPENTER (1964), M.A., Ed.S.

Associate Professor, Data Processing

B.S., M.A., Appalachian State University; Ed.S., Western Carolina University; Additional study, University of North Carolina - Chapel Hill; Western Carolina University.

RALPH LOGAN CARSON (1973), Ph.D.

Associate Professor, Religion

A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D., Drew University.

LIBBY W. CARSWELL (1982), M.A.

Instructor, Mathematics

B.S., M.A., Appalachian State University; Additional study, Clemson University; University of North Carolina - Charlotte.

JEFFREY (CHIT-FU) CHANG (1966), Ph.D.

Associate Professor, Mathematics

B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

TIMOTHY Y. CHERRY (1981), Ph.D.

Associate Professor, Art

B.S., M.A.A.E., Appalachian State University; Ph.D., North Texas State University.

JOHN A. CHESKY (1984), Ed.D.

Assistant Professor, Education

B.S., Clarion University of Pennsylvania; M.A., Georgetown College; Ed.D., University of Kentucky.

PERVY AUGUSTUS CLINE, JR. (1966), M.Div., M.A.

Associate Professor, Ancient Languages and Literature

B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., University of North Carolina - Chapel Hill; Additional study, University of North Carolina - Chapel Hill.

RITA D. CONNER (1983), M.S.N.

Assistant Professor, Nursing

B.S.N., Western Carolina University; M.S.N., University of North Carolina - Greensboro.

BARBARA JENSEN CRIBB (1969), M.Ed., Ed.S.

Associate Professor, Education, Art

B.S., Mississippi College; M.Ed., North Texas State University; Ed.S., Western Carolina University; Additional study, Western Kentucky University; Cambellsville College; University of Florida; University of South Carolina - Spartanburg.

GEORGE ROBERT CRIBB (1969), Ed.D.

Chairman, Department of Fine Arts; Professor, Music

B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional study, University of Kentucky; University of York (England); Hartt College of Music - University of Hartford; Westminster Choir College.

ALICE RAE CULLINAN (1974), Ed.D.

Associate Professor, Religious Education, Religion

B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

ROBERT LEE DECKER (1970), Ed.D.

Associate Professor, Music

B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

DAVID A. DEGRAAF (1980), Ph.D.

Associate Professor, Science Education

B.A., Calvin College; M.A., Ph.D., Western Michigan University.

ROBERT DETJEN (1984), Ph.D.

Assistant Professor, Physics

B.S., Wisconsin State University; Ph.D., Kent State University.

ANNE DONOVAN (1984), M.S.Ed.

Instructor, Nursing

B.S.N., Berea College; M.S.Ed., Old Dominion University.

DAVID A DOWD (1984), M.Ed.

Assistant Football Coach; Instructor, Physical Education

B.A., Guilford College; M.Ed., North Carolina A & T State University.

ANTHONY FINLEY EASTMAN (1966), Ph.D.

Professor, History

B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

KENNETH F. ENGLAND (1985), Ed.D.

Chairman, Department of Education; Professor, Education

B.S., M.A., Appalachian State University; Ed.D., New York University.

TERRY L. FERN (1980), M.M.

Associate Professor, Music

B.M., Oklahoma Baptist University; M.M., University of Louisville; D.M.A. Candidate, North Texas State University.

MARTHA FREEZE (1984), M.P.H.

Assistant Professor, Nursing

A.D.N., Central Piedmont Community College; B.S.N., University of North Carolina -Charlotte; M.P.H., University of North Carolina - Chapel Hill; Additional study, University of North Carolina - Charlotte.

ROGER GARY GADDIS (1974), Ph.D.

Chairman, Department of Psychology; Professor, Psychology

B.A., University of North Carolina - Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; Additional study, Appalachian State University.

JEANETTE M. GLADDEN (1983), M.P.H.

Instructor, Nursing

A.A.S., Western Piedmont Community College; B.S.N., M.P.H., University of North Carolina - Chapel Hill.

FRANKLIN KEITH GRIGGS (1965), M.A., Ed.S.

Assistant Dean for Special Studies

Assistant Professor, Business, Data Processing

B.S., M.A., Appalachian State University; M.Ed., University of North Carolina - Charlotte; Ed.S., Western Carolina University; Additional study, Virginia Polytechnic Institute.

NELL SELF GRIGGS (1965), M.A.

Assistant Professor, Health Education, Physical Education

A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Additional study, Western Carolina University, University of North Carolina - Charlotte; Gardner-Webb College.

DARYL M. GUFFEY (1984), M.A.

Assistant Professor, Accounting

B.S., University of South Carolina - Spartanburg; B.S., M.A., Appalachian State University.

BARRY EDMOND HAMBRIGHT (1969), Ph.D.

Professor, History, Political Science

A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D., University of South Carolina.

JOHNNIE HAMRICK (1982), M.A.

Instructor, Developmental Reading

B.S., M.A., Gardner-Webb College; Additional study, University of North Carolina - Charlotte; Appalachian State University.

JAMES D. HARTMAN (1983), M.B.A.

Assistant Professor, Management

A.A., Gardner-Webb College; A.B., Wofford College; M.B.A., University of South Carolina; Additional study, Clemson University.

PATRICIA BLANTON HARRELSON (1975), M.Mus.

Assistant Professor, Music

B. Mus., North Carolina School of the Arts; M.Mus., Converse College; Additional study, University of Florida; University of North Carolina - Greensboro; Florida State University; Eureka College; Westminster Choir College; Indiana University; Cincinnati Conservatory.

CHARLES A HELMS (1981), M.A.

Assistant Professor, Business

B.S., M.A., Appalachian State University; Additional study, University of Missouri; University of South Carolina; Virginia Commonwealth University; Old Dominion University; Georgia State University.

DELORES M. HUNT (1978-80; 1982), D.A.

Associate Professor, Health Education, Physical Education

B.S., Auburn University; M.Ed., D.A., Middle Tennessee State University.

THELMA J. HUTCHINS (1983), M.S.L.S.

Library Director

A.A., Mars Hill College; B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; M.S.L.S., University of North Carolina - Chapel Hill; Ph.D. Candidate, Florida State University.

MARION LANSFORD JOLLEY (1957), M.A., Ed.S.

Chairman, Department of Social Sciences; Professor, Social Science

A.A., Gardner-Webb College; B.A., Wake Forest University; M.A., Ed.S., George Peabody College for Teachers; Additional study, George Peabody College for Teachers; Florida State University; University of North Carolina - Greensboro.

PAUL WISEMAN JOLLEY (1962), Ed.D.

Chairman, Department of Mathematical Sciences; Professor, Mathematics

B.S., M.A., Appalachian State University; M.A.T., University of North Carolina - Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T.

Associate Professor, Sociology

B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina - Chapel Hill; Additional study, University of Colorado; University of North Carolina - Chapel Hill; University of Tennessee.

THOMAS H. JONES (1982), Ph.D.

Assistant Professor, Biology

B.S., Methodist College, Fayetteville; M.S., North Carolina State University; Ph.D., North Carolina State University.

DONALD J. KEMERAIT (1981), M.S.

Assistant Professor, Management Information Systems

A.A., Daytona Beach Junior College; B.S., University of Florida; M.S., University of South Florida; Additional study, Clemson University.

CONNIE KING (1984), B.A.

Instructor, Sign Language Studies

B.A., University of North Carolina - Greensboro.

ROBERT L. LAMB (1962-77; 1979), Ed.D.

Professor, Religious Education, Religion

B.A., Stephen F. Austin State College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary; Additional study, Westminster Choir College; Baylor University; University of Houston; North Carolina State University; Appalachian State University.

MICHAEL H. LEAKAN, M.D.

Associate Pathologist (Charlotte Memorial Hospital in Medical Technology)

B.A., Loyola College; M.D., University of Maryland.

MARCIA M. MILLER (1977), M.S.N.

Assistant Professor, Nursing

B.S.N., University of Michigan; M.S.N., University of North Carolina - Chapel Hill; Ph.D. Candidate, University of Texas - Austin.

TED R. MONROE (1985), Ph.D.

Assistant Professor, Mathematics

B.S., Gardner-Webb College, M.A., Wake Forest University; Ph.D., University of South Carolina - Columbia.

DAN M. MOORE (1984), D.B.A.

Professor, Management

B.S., University of Virginia; M.B.A., D.B.A., Georgia State University.

ROBERT EARLE MORGAN (1967), Ph.D.

Professor, French, Mathematics

A.B., Lenoir-Rhyne College; M.Ed., Ph.D., University of North Carolina - Chapel Hill; Additional study, University of North Carolina - Chapel Hill.

ROBERT EARNSHAW MORRIS*** (1976), Ph.D.

Associate Professor, Mathematics, Physics

B.S., Stetson University; M.S., Ph.D., University of North Carolina - Chapel Hill.

MARION VANN MURRELL (1967), Ph.D.

Chairman, Department of Religious Studies and Philosophy; Professor, Religion

B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburg (Scotland); Additional study, Duke University, University of Heidelberg (West Germany).

L. WRAY NOLTING (1981), Ed.D.

Assistant Professor, Education

B.A., M.S.Ed., University of Kansas; Ed.D., University of Florida.

JULIAN E. O'NEAL (1980), M.B.A.

Assistant Professor, Economics

B.S., M.B.A., Western Carolina University; Additional study, University of Tennessee.

THIRLEN OSBORNE (1957), M.A.

Professor, English

A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Additional study, University of North Carolina - Chapel Hill.

CLARENCE SHERMAN PARRISH (1970), Ph.D.

Professor, Chemistry

A.B., Berry College; Ph.D., University of Mississippi.

VALERIE M. PARRY (1984), M.S.L.S.

Public Services Librarian

B.A., Southampton College; M.S.L.S., Palmer Graduate Library School.

JACK G. PARTAIN (1983), Th.D.

Professor, Religion

B.A., Baylor University; B.D., Southeastern Baptist Theological Seminary; Th.D., Southwestern Baptist Theological Seminary; Additional study, University of Texas - Austin.

PHIL DANIEL PERRIN (1969), D.M.A.

Professor, Music

B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary; Additional study, Westminster Choir College.

- LAUNITA EYE PROCTOR (1969), Ph.D.
Professor, Health Education, Physical Education
 A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Ed.S., Appalachian State University; Ph.D., Vanderbilt University; Additional study, University of Virginia.
- PATSY S. QUEEN (1978), M.S.N.
Assistant Professor, Nursing
 B.S.Ed., B.S.N., Western Carolina University; M.S.N., University of Texas, Austin.
- DENNIS P. QUINN (1981), Ph.D.
Assistant Professor, Developmental English
 B.A., M.A., Bowling Green State University; Ph.D., Bowling Green State University.
- D. LYNN ROSS (1983), B.S.N.
Instructor, Nursing
 B.S.N., Medical University of South Carolina; Additional study, University of Tennessee.
- LARRY L. SALE (1971), Ed.D.
Assistant Academic Vice-President for Special Studies; Professor, Education
 B.S., M.A., Appalachian State University; Ed.D., Indiana University.
- JOY YOUNG SANDIFER (1967), M.L.S.
Reference Librarian
 B.A., Mississippi College; M.L.S., University of Mississippi; Additional study, Appalachian State University.
- DENZIL RALPH SCHOOLCRAFT (1972), Ed.D.
Professor, Education
 B.Ed., M.Ed., University of Miami; Ed.D., University of Georgia.
- MANUEL ALLEN SETZER (1965), M.A.T.
Associate Professor, Spanish
 A.B., Lenoir-Rhyne College; M.A.T., University of North Carolina - Chapel Hill; Additional study, University of New Mexico, La Universidad Interamericana (Mexico).
- PETER (JAU-SHYONG) SHIUE*** (1982), Ph.D.
Associate Professor of Mathematics and Computer Science
 B.S., National Taiwan Normal University, Taiwan; M.S., Ph.D., Southern Illinois University.
- STANLEY R. SMEDLEY (1974-75, 1981), Ph.D.
Assistant Professor, Sociology
 A.A., Wesley Junior College; B.S., Wittenberg University; M.S., North Carolina State University; Ph.D., Pennsylvania State University; M.B.A. Candidate, Clemson University.
- PAMELA S. SPRANG (1983), M.S.
Instructor, Nursing
 A.D.N., Columbus Technical Institute; B.S.N., University of South Carolina - Spartanburg; M.S., University of North Carolina - Chapel Hill.
- THEODORE A. STANLEY (1980), M.M.
Assistant Professor, Music
 B.A., Duke University; B.M., M.M., Florida State University; Additional study, Florida State University.

WILLIAM B. STOWE (1965-68; 1969), Ph.D.

Director of the Communications Program; Professor, English

B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D., University of South Carolina.

CHARLES OLAND SUMMERS (1976), M.A., Ed.S.

Assistant Professor, Music

A.B., M.A., Indiana State University; Ed.S., Ball State University; D.A. Candidate, Ball State University.

JAMES KANIPE TAYLOR (1964), Ph.D.

Professor, English; Director, Summer Enrichment Experience Program

B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., Indiana University of Pennsylvania.

EVAN W. THOMPSON (1982), M.A., Ed.S.

Acting Assistant Dean for Special Studies

Assistant Professor, Management

B.A., Warren Wilson College; M.A., Ed.S., Appalachian State University.

SHIRLEY PUTMAN TONEY (1965), M.Ed.

Director, Associate Degree Nursing Program

Assistant Professor, Nursing

R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Additional study, Southwestern Baptist Theological Seminary; Ph.D. Candidate, University of Texas - Austin.

JEFF TUBBS (1982), D.A.

Assistant Professor, Health Education, Physical Education

Coordinator of Intramurals

B.A., Bryan College; M.S., D.A., Middle Tennessee State University.

KATHLEEN WALKER (1984), M.S.

Assistant Professor, Nursing

A.A.S., State University of New York; B.A., Houghton College; M.S., Marion College.

JOHN D. WHITEHART (1982), M.B.A.

Assistant Professor, Business

A.B., M.A., University of North Carolina - Chapel Hill; M.B.A., Western Carolina University.

LUCY P. WILSON (1985), B.A.

Registrar

B.A., Mississippi College.

RICHARD F. WILSON (1982), Ph.D.

Assistant Professor, Religion

B.A., Mississippi College; M.Div., Ph.D., Southern Baptist Theological Seminary.

Adjunct Instructors

ELIZABETH BENNETT (1976), M.C.M.

Adjunct Instructor, Piano, Organ

B.C.M., Furman University; M.C.M., Southern Baptist Theological Seminary.

NAN FRANCIS GREGG (1975), B.M.

Adjunct Instructor, Voice

B.M., Westminster Choir College; M.A., Equivalent, Long Island University; Hofstra University.

ROBERT CHRISLEY McKINNEY (1982)

Adjunct Instructor, Theatre Arts

B.A., High Point College; M.A., University of North Carolina - Chapel Hill.

ELIZABETH MINUS (1973), M.A.

Adjunct Instructor, Voice

B.A., Columbia College; M.A., University of North Carolina - Chapel Hill; Additional study, Westminster Choir College.

KATHRYN MUSSELWHITE (1973), M.A.

Adjunct Instructor, Piano

B.M., Flora McDonald College; M.A., Appalachian State University.

ANNA WELLS, M.M.

Adjunct Instructor, Piano

B.M., North Carolina School of the Arts; M.M., University of North Carolina - Greensboro; Ed.D. Candidate, University of North Carolina - Greensboro.

Military Science Instructors

LTC. JOHN W. ARRINGTON (1985), M.A.

B.S., US Military Academy, West Point; M.A., University of Texas - Austin.

MAJ. MARK A. BUFFLER (1985), B.S.

B.S., University of Tennessee.

MAJ. OLAND B. LITTLE (1985), B.A.

B.A., Fayetteville State University; M.Ed., North Carolina State University.

CPT. MICHAEL J. BLACKBURN (1985), B.S.

B.S., Colorado State University.

CPT. CHRISTOPHER SYLVIA (1985), B.S.

B.S., Northwestern State University - Louisiana.

CPT. PRENTICE C. PHILLIPS, JR. (1985), B.A.

B.A., Wofford College.

Emeriti

DECK W. ANDREWS (1962), M.S.B.A.

Professor Emeritus, Business

A.A., Lees-McRae College; A.B., Wofford College; M.S.B.A., University of Georgia; Additional study, Appalachian State University; Western Carolina University.

NETTIE RAYLE GIDNEY (1945; 1953), M.A.

Professor Emerita, Voice

B.M., Westminster Choir College; M.A., Appalachian State University; Additional study, Wesleyan College; Private Voice Study (eight years), Ernest Brown.

BETTY HOYLE LOGAN (1957), M.A.

Professor Emerita, Business

B.S.S.A., University of North Carolina - Greensboro; M.A., Appalachian State University.

MARTIN ARTHUR MOSELEY, JR. (1950), M.S.

Professor Emeritus, Chemistry

B.S., Wofford College; M.S., North Carolina State University; Additional study, University of North Carolina; Duke University; University of Wyoming; North Carolina State University.

PAUL JOHN STACY (1941), B.S.

Professor Emeritus, Biology

B.S., Duke University; Additional study, Duke Medical School.

JAMES ORVILLE TERRELL (1945), M.A.

Dean Emeritus

B.S., Western Carolina University; M.A., George Peabody College for Teachers; Additional study, George Peabody College for Teachers; University of North Carolina.

Administrative Staff, 1985-86

Office of the President

Craven E. Williams, D. Min. (Union Theological Seminary), President of the College
Lynn Harand, B.A. (University of North Carolina - Chapel Hill), Assistant to the President
Kitty Eeds, Secretary

Office of the College Minister

Monroe Maston Ashley, B.A. (Furman University), M. Div. (Southeastern Baptist Theological Seminary), College Minister
Glenda M. Dalton, Secretary

The B. E. Morris Academy

Garland A. Hendricks, B.A. (Wake Forest University), Th.B. (Southern Baptist Theological Seminary), Director

The Christian Service Organization

Sam O'Neal, A.A. (Gardner-Webb College), B.A. (Limestone College), B.D. (Southeastern Baptist Theological Seminary); Additional study, Drake University, Indiana University. Director

Office of Vice-President for Academic Affairs

John R. Drayer, Ph.D. (Southern Baptist Theological Seminary), Vice-President for Academic Affairs
Mildred B. Poston, A.A. (Gardner-Webb College), Administrative Assistant to the Vice-President for Academic Affairs
Elaine Ashley, Secretary, Health and Physical Education Department
Margaret H. King, B.S.M. (Southern Baptist Theological Seminary), Secretary, Department of Fine Arts
Barbara Merritt, Secretary, Education Department
Janet Morton, Secretary, Davis School of Nursing - Statesville Campus
Saundra Rogers, A.A. (Mitchell Community College), B.S. (Gardner-Webb College), Secretary, Davis School of Nursing - Statesville Campus
Vicki Spangler-Walker, B.S. (Gardner-Webb College), Secretary, Broyhill School of Management
Sandra Tate, Secretary, Davis School of Nursing

Office of Admissions

Randy K. Kilby, B.A. (Gardner-Webb College), Director of Admissions and Enrollment Planning
Harold G. Christman, Jr., B.A., M.A. (Wake Forest University), Associate Director of Admissions
Laura Ellen Price, B.S. (Gardner-Webb College), Assistant Director of Admissions
Catherine Day, B.A. (Furman University), Admissions Counselor
Risa Pless, B.A. (Gardner-Webb College), Admissions Counselor
Gail W. Helton, A.A.S. (Cleveland Technical College), B.S. (Gardner-Webb College), Assistant in Enrollment Planning and Financial Aid Offices

Shirley Cook Lail, B.S. (Gardner-Webb College), Lead Development Assistant
Carolyn B. McKinney, Secretary/Receptionist

Office of Financial Aid

Marie B. Martin, B.S. (Gardner-Webb College), Director of Financial Aid
Joetta Eastman, Assistant Director of Financial Aid
Deborah Costner, Secretary

Office of Academic Administration

Dan W. Proctor, A.A. (Southwest Baptist College), B.A. (Howard Payne College), B.D.,
Ph.D. (Southwestern Baptist Theological Seminary), Assistant Academic Vice-
President for Administration
Gerald White, B.S. (Delta State University), M.Ed., Ed.D. (Mississippi State University),
Director Tutorial Program
Computer Operator

Office of the Registrar

Lucy P. Wilson, B.A. (Mississippi College), Registrar
Lou Ann Poston, B.A. (Gardner-Webb College), Secretary
Betty Logan, B.S.S.A. (University of North Carolina - Greensboro), M.A. (Appalachian
State University), Transcript Evaluation Officer

Library

Thelma Hutchins, Advanced M.L.S. (Florida State University), Library Director
Miriam Ash-Jones, M.S. (North Carolina State University), M.L.S. (University of North
Carolina - Greensboro), Media Librarian
Valerie M. Parry, M.S.L.S. (Palmer Graduate Library School), Public Services Librarian
Joy Y. Sandifer, M.L.S. (University of Mississippi), Reference Librarian
Lynn Carpenter-Keeter, B.A. (Gardner-Webb College), Library Executive Secretary
Cherrie Hamrick, Periodicals Assistant
Carolyn B. Hunt, Circulation Supervisor
Mary B. Jones, Technical Processing Assistant
Stella Shiue, Acquisitions Assistant
Marie A. Wellmon, Acquisitions Assistant

Program for the Deaf

Cheryl Potter, B.S., B.S.W. (University of North Carolina - Greensboro), Acting Direc-
tor, Program for the Deaf
Teresa Collins, A.A. (Western Piedmont Community College), Interpreter
Pat Hawkins, Interpreter
Barbara Selph, B.A. (Maryville College), Interpreter
Karen E. Shafer, B.A. (Maryville College), Interpreter
Walter G. Shore, B.A. (East Carolina University), Interpreter

Program for the Blind

Nell S. Kilpatrick, B.A. (University of North Carolina - Greensboro), Director, Program
for the Blind

Office of Special Studies

Larry L. Sale, Ed.D. (Indiana State University), Assistant Academic Vice-President for Special Studies
Franklin Keith Griggs, Ed.S. (Western Carolina University), Assistant Dean for Special Studies
Evan Thompson, Ed.S. (Appalachian State University), Acting Assistant Dean for Special Studies
Joyce B. Summers, B.S. (Indiana State University, Terre Haute), Secretary
Margaret H. King, B.S.M. (Southern Baptist Theological Seminary), Secretary
James K. Taylor, Ph.D. (Indiana University of Pennsylvania), Director SEE Program

Office of Graduate Studies

Gilmer W. Blackburn, Ph.D. (University of North Carolina - Chapel Hill), Director of Graduate Studies
Stephen Sain, B.A. (Gardner-Webb College), Secretary

Office of the Vice-President for Student Services

Melvin R. Lutz, Jr., A.A. (Gardner-Webb College), B.A. (Mars Hill College), M.A. (Florida State University), Additional Study (Florida State University), Vice-President for Student Services
Patricia L. Hamrick, B.S. (Gardner-Webb College), Secretary
Ruth C. Kiser, A.A. (Wingate College), B.S. (Carson-Newman College), M.R.E. (New Orleans Baptist Theological Seminary), M.A. (Appalachian State University), Director of Women's Services
Gerald L. White, Ed.D. (Mississippi State University), Director of Men's Services
Vickie S. Webb, A.A.S. (Cleveland Technical College), Secretary

Dormitories

Ila M. Cole, Resident Director, Nanney
Isabel B. Harkins, Resident Director, H.A.P.Y.
Bonita Roberts, Resident Director, Stroup
Genevieve Street, Resident Director, Decker
Lynn Thomas, B.S. (Gardner-Webb College), Resident Director, Campus House

Office of Vice-President for College Relations

M. Henry Garrity, B.S. (Wake Forest University), Vice-President for College Relations
Dianne Ledbetter, A.A. (Chowan College), B.A. (Guilford College), M.Div. (Southeastern Baptist Theological Seminary), Development Associate
Max Padgett, A.A. (Gardner-Webb College), B.A. (Wofford College), M.A. (Appalachian State University), Development Associate
Evans Whitaker, B.S. (Gardner-Webb College), Director of Development, Mecklenburg County
Mimi S. Martin, B.A. (Newberry College), Director of Corporations and Foundations
Glenda Crotts, Administrative Assistant to the Vice President for College Relations
Susan Freese, Placement Coordinator
Martha Ernst, Development Assistant
Edwin White, B.S. (Gardner-Webb College), Development Assistant

The Broyhill Academy

M. Henry Garrity, B.S. (Wake Forest University), Director of the Broyhill Academy for the Study of Independent Concepts
Pamela Crawley Scruggs, Secretary

Office of the Athletic Director

M. Henry Garrity, B.S. (Wake Forest University), Director of Athletics
Pamela Crawley Scruggs, Secretary
H. Woodrow Fish, Jr., B.S., M.A. (Gardner-Webb College), Head Football Coach
David Allan Dowd, B.A. (Guilford College), M.Ed. (North Carolina A&T State University), Assistant Football Coach; Instructor, Physical Education
Greg Taylor, B.S. (Gardner-Webb College), Assistant Football Coach
Jim R. Wiles, A.B. (Lenoir-Rhyne College), M.A. (Western Carolina University), Head Basketball Coach
J. William Ellis, B.S. (Gardner-Webb College), Assistant Athletic Director; Director, Bulldog Club; Men's Tennis Coach
Sallie L. Black, B.S., M.A. (Western Carolina University), Head Coach Women's Basketball, Softball
Garland H. Allen, Ph.D. (Southern Baptist Theological Seminary), Golf Coach
Lillian B. Collins, Women's Tennis Coach
Ozzie McFarland, B.S., M.A. (Gardner-Webb College), Baseball Coach, Sports Information Director

Office of Information Services

Krista Gibson, B.A. (Gardner-Webb College), Information Services Writer
Dwight Reid, A.A. (Central Piedmont Community College), Information Services Graphic Designer
Fran Black, Secretary

Radio Station

M. Allen Setzer, M.A.T., (University of North Carolina - Chapel Hill), Manager, Radio Station WCWG-FM

Office of Vice-President for Business and Finance

Barry D. Hartis, B.S. (University of North Carolina - Charlotte), CPA, Vice-President for Business and Finance
Novella M. Blanton, Assistant to Vice-President for Business and Finance - Administrative
Joann W. Lutz, Assistant to Vice-President for Business and Finance - Accounting
Shirley B. Pyron, Secretary/Cashier
Lynn B. Thomas, B.S. (Gardner-Webb College), Secretary/Cashier
Jane V. Raduly, Bookkeeper, Financial Aid Department of Business Office
Roberta C. Parris, B.S. (Gardner-Webb College), Staff Accountant
Elizabeth Jones, B.S. (Gardner-Webb College), Switchboard Operator
Pam Watson, B.A. (Lenoir-Rhyne College), Machines Room Operator and Pool Secretary

Bookstore

Frieda N. Collins, Bookstore Manager
Beth J. Houser, Assistant to the Bookstore Manager

Physical Plant Operations

Leon Martin, B.S. (Memphis State University), Managing Engineer

James Martin, Director of Maintenance

D. Charles Gamble, Jr., B.S. (North Carolina State University), Director of Grounds

Charles Greene, Director of Support Services

Langdon Hamrick, Assistant in Physical Plant Operations

Julius Hoyle, Assistant in Physical Plant Operations

David Jones, Assistant in Physical Plant

Clifford Ledford, Assistant in Physical Plant Operations

Nellie Hawkins, Secretary

Security and Traffic

Gordon Washburn, Director of Security and Traffic

David L. Helton, Security Officer

Larry J. Thomas, B.A. (Gardner-Webb College), Security Officer

Wayne Greene, Security Officer

Alumni Association

Membership. All former students in attendance at least one year (30 hours), graduates and non-graduates, are considered members of the Alumni Association.

Meetings. A general business meeting and banquet are held in the spring. Officers and directors meet five times a year.

Purpose. The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the college through voluntary service, to keep in constant communication with the members of the association, to promote the welfare of the entire college for the mutual benefit of both the college and the alumni, and to organize Gardner-Webb College Clubs.

Program. In addition to the spring meeting, the Alumni Association promotes and supports Homecoming in the fall and Alumni Day in the spring. Main emphases are communication and fellowship between the alumni and the college community and support of the college and its programs by the alumni, especially through the Annual College Fund. Gardner-Webb Clubs schedule their own meetings.

Alumnus of the Year. Selection is made by the Awards Committee of the Alumni Association Board of Directors and approved by the Board of Trustees of the college. The award is presented by the President of the Alumni Association at the spring banquet.

Distinguished Service Awards. Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for: service to denomination and church, service to community, and service to Gardner-Webb College.

Placement Office

It is recommended that graduating seniors register with the Placement Office. Placement files containing a resume and recommendations are maintained for alumni as well as current seniors who have submitted their credentials.

Contacts with potential employers are arranged through on-campus interviews and through job listings by various companies.

The Placement Office director is a member of the North Carolina Placement Association, the Southern College Placement Association, and the College Placement Council.

Academic Calendar 1985-86**

First Semester

August 15-16	Thursday and Friday—Faculty Workshop.
August 17	Saturday—Arrival of New and Transfer Students.
August 18	Sunday—Worship Service and Parents' Orientation.
August 19-26	Monday through Monday—Orientation of New and Transfer Students.
August 22	Thursday—Registration of all Freshmen and all Transfer Students.
August 23	Friday—Readmitted Students and Returning Students not Pre-Registered See Advisers.
August 26	Monday—Registration for Returning Students.
August 27	Tuesday, 8:00 a.m.—Full Class Schedule.
August 29	Thursday, 9:30 a.m.—Fall Convocation.
September 23-27	Monday through Friday—Religious Education Week.
October 10-11	Thursday and Friday—Mid-term Reports.
October 11	Friday, after classes—Fall Holidays begin.
October 16	Wednesday, 8:00 a.m.—Classes resume.
October 26	Homecoming Day.
November 27	Wednesday, after classes—Thanksgiving Holidays begin.
December 2	Monday, 8:00 a.m.—Classes resume.
December 6	Friday—Last day of classes.
December 9-13	Monday through Friday—First Semester Examinations.

Second Semester

January 6	Monday—Boarding Students return.
January 7-8	Tuesday and Wednesday—Registration.
January 9	Thursday, 8:00 a.m.—Classes resume.
February 10-14	Monday through Friday—Student-Led Revival.
February 27-28	Thursday and Friday—Mid-term Reports.
February 28	Friday, after classes—Spring Holidays begin.
March 10	Monday, 8:00 a.m.—Classes resume.
March 27	Thursday, after classes—Easter Holidays begin.
April 2	Wednesday, 8:00 a.m.—Classes resume.
April 12	Saturday, 6:15 p.m.—Alumni Banquet.
April 25-26	Friday and Saturday—Spring Jubilee.
May 2	Friday—Examination Study Period.
May 5-9	Monday through Friday—Second Semester Examinations.
May 10	Saturday, 10:00 a.m.—Graduation.

1986 Summer Session (First Term)

Regular Undergraduate Program, including GOAL students*

May 26	Monday—Registration.
May 27	Tuesday—Classes begin.
June 27	Friday—Term ends.

1986 Summer Session (Second Term)

Regular Undergraduate Program, including GOAL students*

June 30	Monday—Registration.
July 1	Tuesday—Classes begin.
July 4	Friday—Holiday.
August 2	Saturday—Graduation.

1986 Graduate Program (one 6-weeks session)

May 26	Monday—Registration.
June 16	Monday—Classes begin.
July 25	Friday—Term ends.

*Check with Assistant Academic Vice-President for Special Studies for more detailed information.

**The College reserves the right to change any dates due to emergencies.

Academic Calendar 1986-87

First Semester

August 14-15	Thursday and Friday—Faculty Workshop.
August 16	Saturday—Arrival of New and Transfer Students.
August 17	Sunday—Worship Service and Parents' Orientation.
August 18-25	Monday through Monday—Orientation of New and Transfer Students.
August 21	Thursday—Registration of all Freshmen and all Transfer Students.
August 22	Friday—Readmitted Students and Returning Students not Pre-Registered See Advisers.
August 25	Monday—Registration for Returning Students.
August 26	Tuesday, 8:00 a.m.—Full Class Schedule.
August 28	Thursday, 9:30 a.m.—Fall Convocation.
September 22-26	Monday through Friday—Religious Emphasis Week.
October 9-10	Thursday and Friday—Mid-term Reports.
October 10	Friday, after classes—Fall Holidays begin.
October 15	Wednesday, 8:00 a.m.—Classes resume.
November 1	Homecoming Day.
November 26	Wednesday, after classes—Thanksgiving Holidays begin.
December 1	Monday, 8:00 a.m.—Classes resume.
December 5	Friday—Last day of classes.
December 8-12	Monday through Friday—First Semester Examinations.

Second Semester

January 5	Monday—Boarding Students return.
January 6-7	Tuesday and Wednesday—Registration.
January 8	Thursday, 8:00 a.m.—Classes resume.
February 2-6	Monday through Friday—Student-Led Revival.
February 26-27	Thursday and Friday—Mid-term Reports.
February 27	Friday, after classes—Spring Holidays begin.
March 9	Monday, 8:00 a.m.—Classes resume.
April 16	Thursday, after classes—Easter Holidays begin.
April 22	Wednesday, 8:00 a.m.—Classes resume.
	Alumni Banquet—To be announced.
April 24-25	Friday and Saturday—Spring Jubilee.
May 1	Friday—Examination Study Period.
May 4-8	Monday through Friday—Second Semester Examinations.
May 9	Saturday, 10:00 a.m.—Graduation.

1987 Summer Session (First Term)

Regular Undergraduate Program, including GOAL students*

May 25	Monday—Registration.
May 26	Tuesday—Classes begin.
June 26	Friday—Term ends.

1987 Summer Session (Second Term)

Regular Undergraduate Program, including GOAL students*

June 29	Monday—Registration.
June 30	Tuesday—Classes begin.
August 1	Saturday—Graduation.

1987 Graduate Program (one 6-weeks session)

May 25	Monday—Registration.
June 15	Monday—Classes begin.
July 24	Friday—Term ends.

*Check with Assistant Academic Vice-President for Special Studies for more detailed information.

**The College reserves the right to change any dates due to emergencies.

Academic Calendar 1987-88

First Semester

August 13-14	Thursday and Friday—Faculty Workshop.
August 15	Saturday—Arrival of New and Transfer Students.
August 16	Sunday—Worship Service and Parents' Orientation.
August 17-24	Monday through Monday—Orientation of New and Transfer Students.
August 20	Thursday—Registration of all Freshmen and all Transfer Students.
August 21	Friday—Readmitted Students and Returning Students not Pre-Registered See Advisers.
August 24	Monday—Registration for Returning Students.
August 25	Tuesday, 8:00 a.m.—Full Class Schedule.
August 27	Thursday, 9:30 a.m.—Fall Convocation.
September 21-25	Monday through Friday—Religious Emphasis Week.
October 8-9	Thursday and Friday—Mid-term Reports.
October 9	Friday, after classes—Fall Holidays begin.
October 14	Wednesday, 8:00 a.m.—Classes resume.
	Homecoming Day—To be announced.
November 25	Wednesday, after classes—Thanksgiving Holidays begin.
November 30	Monday, 8:00 a.m.—Classes resume.
December 4	Friday—Last day of classes.
December 7-11	Monday through Friday—First Semester Examinations.

Second Semester

January 4	Monday—Boarding Students return.
January 5-6	Tuesday and Wednesday—Registration.
January 7	Thursday, 8:00 a.m.—Classes resume.
February 1-5	Monday through Friday—Student-Led Revival.
February 25-26	Thursday and Friday—Mid-term Reports.
February 26	Friday, after classes—Spring Holidays begin.
March 7	Monday, 8:00 a.m.—Classes resume.
March 31	Thursday, after classes—Easter Holidays begin.
April 6	Wednesday, 8:00 a.m.—Classes resume.
	Alumni Banquet—To be announced.
April 22-23	Friday and Saturday—Spring Jubilee.
April 30	Friday—Examination Study Period.
May 2-6	Monday through Friday—Second Semester Examinations.
May 7	Saturday, 10:00 a.m.—Graduation.

1988 Summer Session (First Term)

Regular Undergraduate Program, including GOAL students*

May 30	Monday—Registration.
June 1	Tuesday—Classes begin.
July 1	Friday—Term ends.

1988 Summer Session (Second Term)

Regular Undergraduate Program, including COAL students*

July 4	Monday—Holiday.
July 5	Tuesday—Registration.
July 6	Wednesday—Classes begin.
August 6	Saturday—Graduation.

1988 Graduate Program (one 6-weeks session)

May 30	Monday—Registration.
June 13	Monday—Classes begin.
July 22	Friday—Term ends.

*Check with Assistant Academic Vice-President for Special Studies for more detailed information.

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Gardner-Webb College reserves the right to make necessary changes without further notice.

Gardner-Webb College is committed to equality of opportunity in all areas of education and employment and does not practice or condone discrimination in any form against applicants, students, or employees on the basis of race, color, national origin, religion, sex, age, or handicap.

*Gardner-Webb College, Boiling Springs, North Carolina 28017
Telephone 704-434-2361*

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